DOCUMENT RESUME

ED 369 420 IR 055 094

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TITLE	ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
INSTITUTION	CSC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	May 94
CONTRACT	RI8902001
NOTE	111p.; For the 1992 edition, see ED 358 865.
PUB TYPE	Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131))
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; State of the Art Reviews
IDENTIFIERS	*Educational Information; *ERIC

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for the 267 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1993. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1993) shows the number of publication included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

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ED 369 420

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CLEARINGHOUSE PUBLICATIONS 1993

EDUCATIONAL RESOURCES INFORMATION CENTER

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RC035094

2

Educational Resources Information Center (ERIC)

Clearinghouse Publications

1993

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in *Resources in Education* (RIE) January-December 1993

May 1994

Carolyn R. Weller
Ted Brandhorst

Editors

ERIC Processing and Reference Facility
Rockville, Maryland

This publication was prepared with funding from the U.S. Department of Education, Office of Education Research and Improvement, under contract number RI8902001 with CSC Professional Services Group. The opinions expressed in this publication do not necessarily reflect the positions or policies of the U.S. Department of Education.

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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement.

The ERIC database, the world's largest source of education information, contains more than 800,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* and *Current Index to Journals in Education*. The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support components, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, CompuServe, America Online, America Tomorrow, and GTE Educational Network Services. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1100 documents. RIE is published by the U .S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CIJE) is a monthly index journal that cites journal articles from over 800 education periodicals/serials. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue of CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.

ERIC Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twenty-fourth bibliography in the series. All items in the series to date are listed below.

Accession Number of Bibliographies	Pages	Period Covered	Number of Items
1. ED-029 161	24 p.	FY 1968	149
2. ED-034 089	34 p.	FY 1969	240
3. ED-041 598	47 p.	FY 1970	366
4. ED-054 827	54 p.	FY 1971	416
5. ED-077 512	55 p.	FY 1972	415
6. ED-087 411	74 p.	FY 1973	396
7. ED-126 856	144 p.	FY 1975-75	534
8. ED-168 608	168 p.	FY 1976-1977-78 (through Dec. 1977)	600
9. ED-180 499	74 p.	JAN-DEC 1978	211
10. ED-191 502	58 p.	JAN-DEC 1979	159
11. ED-208 882	64 p.	JAN-DEC 1980	176
12. ED-224 505	72 p.	JAN-DEC 1981	173
13. ED-237 098	61 p.	JAN-DEC 1982	181
14. ED-246 919	52 p.	JAN-DEC 1983	117
15. ED-261 711	61 p.	JAN-DEC 1984	142
16. ED-271 125	62 p.	JAN-DEC 1985	176
17. ED-283 535	89 p.	JAN-DEC 1986	229
18. ED-295 685	86 p.	JAN-DEC 1987	239
19. ED-308 881	90 p.	JAN-DEC 1988	284
20. ED-321 774	82 p.	JAN-DEC 1989	256
21. ED-335 060	120 p.	JAN-DEC 1990	355
22. ED-348 053	96 p.	JAN-DEC 1991	262
23. ED-358 865	87 p.	JAN-DEC 1992	275
24. ED-		JAN-DEC 1993	267
		TOTAL (1968-1993)	**6,618**

This bibliography covers the calendar year period from January through December 1993. It lists a total of 267 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than Clearinghouses, have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse's scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of eight Adjunct ERIC Clearinghouses: Art Education; Chapter 1 (Compensatory Education); Clinical Schools; Consumer Education; ESL Literacy Education; Law-Related Education; Test Collection; and U.S-Japan Studies. During 1993, four of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.

ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Clearinghouse Accession Number

ED 654 321 CE 123 456

Author(s) → *Butler, Kathleen* *Smith, B. James*

Title → **Career Planning for Women.**

Institution. (Organization where document originated.) → Central Univ., Chicago, IL.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — ISBN-0-3333-5568-1; OERI-91-34 ← **Report Number**—assigned by originator.

Date Published → Pub Date — May 92

Contract or Grant Number → Contract — RI900000

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992). ← **Descriptive Note** (pagination first).

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95). ← **Alternate source for obtaining document**

Language —English, Spanish

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992 ← **Journal Citation**

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) ← **Informative Abstract**

Abstractor's Initials → (SB)

June 1993

ERIC CLEARINGHOUSE PUBLICATIONS [1]

STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1992)

CH	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974-1975	FY 1976-DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	JAN-DEC 1985	JAN-DEC 1986	JAN-DEC 1987	JAN-DEC 1988	JAN-DEC 1989	JAN-DEC 1990	JAN-DEC 1991	JAN-DEC 1992	JAN-DEC 1993	TOTAL
AC	24	16	20	28	20	16																			124
AL	2	7	11	11																					31
CE							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	26	27	294
CG	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	34	10	334
CS						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	23	21	445
EA	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	23	13	558
EC	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	21	17	613
EF	1	19	16																						36
EM	7	8	11	8	14	16																			64
FL	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	21	11	28	366
HE		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	20	16	398
IR							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	36	16	306
JC	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	8	11 [3]	436
LI		2	7	9	14	8																			40
PS	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	10	19	357
RC	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	17	13	343
RE	16	19	15	9	5																				64
SE	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	4	25	477
SO				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	12	10	253
SP		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	10	15	302
TE	3	7	32	24	26																				92
TM				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	12	6	18	11	11	9	192
UD	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	9	17	335
VT	11	18	30	39	42	18																			158
TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229 [2]	239	284	256	355	262	275	267	6,618

AC (Adult Education); **AL** (Linguistics); **CE** (Adult, Career, and Vocational Education); **CG** (Counseling and Student Services); **CS** (Reading, English, and Communication); **EA** (Educational Management); **EC** (Disabilities and Gifted Education); **EF** (Educational Facilities); **EM** (Educational Media and Technology); **FL** (Languages and Linguistics); **HE** (Higher Education); **IR** (Information and Technology); **JC** (Community Colleges); **LI** (Library and Information Sciences); **PS** (Elementary and Early Childhood Education); **RC** (Rural Education and Small Schools); **RE** (Reading); **SE** (Science, Mathematics, and Environmental Education); **SO** (Social Studies/Social Science Education); **SP** (Teaching and Teacher Education); **TE** (Teaching of English); **TM** (Assessment and Evaluation); **UD** (Urban Education); **VT** (Vocational and Technical Education)

[1] i.e., Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.
[2] Digests (2 page publications) routinely included in RIE for first time in 1986.
[3] Does not include 8 older Digests announced during 1993

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page			Page
CE	Adult, Career, and Vocational Education	1	JC	Community Colleges	27
CG	Counseling and Student Services	6	PS	Elementary & Early Childhood Education	29
CS	Reading, English, and Communication	8	RC	Rural Education and Small Schools	33
EA	Educational Management	11	SE	Science, Mathematics, & Environmental Education	36
EC	Disabilities and Gifted Education	13	SO	Social Studies/Social Science Education	40
FL	Languages and Linguistics	16	SP	Teaching and Teacher Education	42
HE	Higher Education	20	TM	Assessment and Evaluation	45
IR	Information & Technology	24	UD	Urban Education	47

CE

ED 349 396 CE 061 858

Kerka, Sandra

Bilingual Vocational Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, *Bilingual Education Programs, Communication Skills, Cultural Awareness, Employment Potential, Job Skills, Labor Force Development, *Limited English Speaking, Resource Materials, *Vocational Education, *Vocational English (Second Language)

Bilingual vocational education (BVE) offers a way to improve both the job and English skills of workers with limited English proficiency (LEP). Initially using both the native language and English to provide job training makes instruction immediately comprehensible to the students. Gradually, the use of the native language decreases while English use increases. The two components of BVE are job and language skill development; however, they are not enough to prepare persons with LEP for the changing workplace. Employability, communication, and cultural awareness skills are also needed. BVE programs are similar to workplace literacy programs in the emphasis on functional context. In BVE, this means emphasizing the grammatical structures, vocabulary, and appropriate expressions of the specific job situation, reinforcing skills through practice in real-world settings. The annotated resource list contained in this information alert includes 18 print resources and 5 resource 18 references and 5 resource organizations. (NLA)

ED 349 397 CE 061 859

Kerka, Sandra Bonner, Patricia

Consumer Education for the Elementary School. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consumer Economics, *Consumer Education, Decision Making Skills, Elementary Education, *Elementary School Curriculum, *Money Management, *Problem Solving, Thinking Skills

This resource list cites nationwide tests indicating that many teenagers and adults have not been well prepared to function as marketplace consumers. It notes that a survey of chief state school administrators (1990) found unanimous support among respondents for consumer education as a top or middle priority in educational revitalization. The resources listed here illustrate how children at the elementary school level can acquire consumer concepts and develop daily living skills including decision making, problem solving, and critical thinking skills. This annotated list provides a sampling of how consumer education is being incorporated into the elementary school program and notes sources of organizational support for establishing or expanding such a program. The list includes 19 print resources and 3 resource organizations. (NLA)

ED 350 487 CE 062 425

Kerka, Sandra

Higher Order Thinking Skills in Vocational Education. ERIC Digest No. 127.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-92-127

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Classroom Techniques, *Critical Thinking, Postsecondary Education, *Role of Education, Secondary Education, *Teacher Role, Teaching Methods, *Thinking Skills, *Vocational Education, Vocational Education Teachers

Identifiers—ERIC Digests

The skills most often mentioned in definitions of critical thinking are the ability to think creatively, make decisions, solve problems, visualize, reason, analyze, interpret, and know how to learn. Vocational education should be involved in developing thinking skills for the following reasons: occupations are becoming more reliant on cognitive capacities; the changing work environment requires flexibility and adaptability to changing conditions; and vocational education provides a real-world context for cognitive development. Teaching strategies to develop these skills can be based on three types of cognitive theories: information processing, knowledge structure, and social history. Johnson and Thomas (1992) present five general principles and related teaching methods that integrate all three: help students organize knowledge, build on what students already know, facilitate information processing, facilitate deep thinking through elaboration, and make thinking processes explicit. Teacher behaviors that promote cognitive development and characteristics of classroom environments that support higher order thinking have been identified. Applications in vocational education go beyond giving a lesson or two on thinking skills, as examples in technology education, home economics, agriculture, and cooperative education show. (Contains 11 references.) (YLB)

ED 350 488 CE 062 426

Wonacott, Michael E.

Career Education and Applied Academics. ERIC Digest No. 128.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-92-128

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Education, Apprenticeships, Basic Skills, Career Development, *Career Education, Career Guidance, *Education Work Relationship, Employment Potential, Futures (of Society), *Integrated Curriculum, Job Skills, Labor Force Development, Occupational Information, Postsecondary Education, Secondary Education, Technology, *Vocational Education

Identifiers—ERIC Digests

In many respects, career education has never been needed more than it is today. The need to keep abreast of technological change and to participate effectively in today's high-performance workplace requires each worker to possess a set of basic competencies and a foundation of skills and personal qualities. The competencies, foundation skills, and qualities identified by the Secretary's Commission on Achieving Necessary Skills encompass two key tenets of career education–infusion and careers emphasis. These two principles are critical in developing the work force. Although not specifically termed infusion, the following career programs incorporate the concepts of integration of academic and vocational education and can make vital contributions in preparing workers for the changing workplace: career information and guidance systems, youth apprenticeship, youth community service, career-oriented secondary school programs and cur-

ricula, and tech prep. The benefits of career education can probably best be maximized by working with educators in other disciplines. (Contains 10 references.) (YLB)

ED 350 489 CE 062 427
Boggs, David L.
Adult Civic Education. ERIC Digest No. 129.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-129
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Activism, Adult Education, Advocacy, *Citizen Participation, Citizen Role, *Citizenship Education, Citizenship Responsibility, *Civics, Democracy, Public Policy, Social Action, *Values Education
Identifiers—ERIC Digests
Civic knowledge, skills, and the disposition to use them to achieve a vision of the community that is desired can be furthered through purposefully structured civic education. Informed judgment and action with regard to the public's affairs is the goal of adult civic education. The integral elements of adult civic education are information, values, and action. An objective in adult civic education should be to help citizens learn how to use the aid of experts and qualified professionals in making public policy decisions while limiting it to citizen review and control. Another problem for adult civic education is to help learners develop civic virtue as a basis for acting when their involvement in a public issue in the first place is often driven by emotional investment in a special interest, deflecting attention from a larger view of public responsibilities. The ultimate objective of civic education is to help citizens learn to be morally responsible actors. Adult educators have responsibility to serve as advocates, not of specific choices or solutions to public issues, but of thoughtful and deliberate choice that is a prelude to action. (YLB)

ED 350 490 CE 062 428
Imel, Susan
Small Groups in Adult Literacy and Basic Education. ERIC Digest No. 130.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-130
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Learning, *Adult Literacy, *Cooperative Learning, Illiteracy, Learning Strategies, *Literacy Education, Program Implementation, *Small Group Instruction, Student Participation, *Teaching Methods
Identifiers—ERIC Digests
The use of small groups in adult literacy and basic education has been stimulated by a desire to provide a more learner-centered and collaborative learning environment. Another set of factors promoting their use is related to increased use of language experience or whole language as instructional approaches in adult literacy and basic education. Major advantages of the small group approach are as follows: it allows for integration of critical thinking, permits learners to expand their repertoire of learning strategies, breaks down the isolation and provides peer support, enhances learners' self-esteem, and creates a cooperative participative environment. There are three major disadvantages: difficulty in accommodating a wide range of needs and abilities; reconciliation of individuals' needs with the group's needs; negotiation of a learner-centered curriculum; and more preparation time. Effective groups are small, learner centered, experiential, cooperative, and participatory. Implementation considerations include selecting and training leaders, assigning learners to groups, choosing materials, and assessing learner progress. (Some resources for further information about the small group approach are listed. Nine references are included.) (YLB)

ED 351 612 CE 062 537
Bonner, Patricia A.
Consumer Competency: A National Status Report. ERIC Digest No. 1.
Adjunct ERIC Clearinghouse on Consumer Education, Ypsilanti, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CN-92-01
Pub Date—92
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consumer Economics, *Consumer Education, Consumer Protection, Consumer Science, *Educational Objectives, Elementary Secondary Education, Faculty Development, *Instructional Improvement, Money Management, Program Improvement, Teacher Education, *Teacher Improvement
Identifiers—ERIC Digests
Concepts in consumer education can be arranged into a taxonomy of three primary categories: decision making, resource management, and citizen participation. Consumer programs have these goals: (1) producing competent buyers and users of goods and services; (2) producing competent financial managers; (3) producing an understanding of the economy; (4) generating an acceptance of consumer responsibilities and assertion of consumer rights; and (5) helping people examine their values to develop a philosophy enabling them to achieve satisfaction within resources they possess. Surveys of consumer knowledge and skills of students and adults in the United States reveal large gaps. Lack of consumer competency is attributed to several factors, including the following: consumer education is not uniformly available; teachers are not prepared to teach consumer education; and limited opportunity for consumer education exists beyond the classroom. Recommendations for improving the level of consumer competency range from marketing to miscellaneous improvements in the nation's education programs. Suggestions for the nation's schools include universal requirements for instruction in consumer education, requirements that focus specifically on consumer skills and awareness, adequate preparation of consumer education instructors, and continuing support for teachers. (Contains 11 references.) (YLB)

ED 354 383 CE 063 119
Lankard, Bettina A.
The Changing Work Force. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Blacks, Employed Women, *Employment Patterns, *Employment Practices, *Employment Projections, Futures (of Society), Hispanic Americans, Job Sharing, *Job Training, *Labor Force Development, Lifelong Learning, Nontraditional Occupations, Personnel Policy, Public Policy, Vocational Education, Youth Employment
Economic pressures, work force diversity, and advances in technology are changing the nature of work and organizational policy and management. A predicted decline in the annual growth in gross national product is expected to trigger a slowdown in the labor force, especially in occupations that employ workers with only a high school education. Postsecondary education will be increasingly important for gainful employment and good wages for women, Blacks, and Hispanics who will make up increasing percentages of the work force. As the nature of work becomes more complex, alternative approaches to education and training in the workplace will be necessary to promote continuous learning and development for the younger segment of the work force. Four organizational trends are surfacing in response to the changing composition and nature of the work force. First, women are entering employment in nontraditional jobs with higher wages, greater benefits, and greater job security. Second, companies are moving toward flexible staffing options that include the use of temporary employees, independent contractors, outsourcing, and employee leasing. Third, alternative scheduling options such as part-time and flextime are well established; work-at-home options and job sharing are gaining acceptance. Fourth, more efficient training practices emphasize training close to the job site and skills relevant to the changing workplace. (Annotations of 15 print resources are provided.) (YLB)

ED 354 384 CE 063 120
Kerka, Sandra
Minority Participation in Continuing Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Continuing Education, Cultural Differences, *Educational Environment, Educational Improvement, *Enrollment Influences, Enrollment Rate, Enrollment Trends, Higher Education, Labor Force Development, Lifelong Learning, *Minority Groups, Participation, Part Time Students, *School Holding Power, Social Change, *Student Financial Aid
The convergence of three trends makes service to minority students an imperative for continuing education: (1) increasing proportions of diverse groups in the U.S. population and work force; (2) continuing education and retraining as keys to survival in a workplace of change; and (3) declining college enrollments of diverse populations and increasing income disparities related to level of educational attainment. Issues involved in participation and retention of minorities begin with campus climate. Ways to improve campus climate include: genuine pluralism that recognizes diversity of perceptions and values; increasing numbers of minority faculty and adult students who can serve as mentors and role models; and strong, visible actions in hiring practices, reward systems, and policy implementation. Financial aid is another key concern. Low-income groups appear to have less access to financial aid, and little is available for part-time study, despite high numbers of minority part-time students. Finally, adult and continuing education's role as a force for social change requires a reconceptualizing of lifelong learning. Instead of the existing hierarchy, a more equitable system would be a continuous configuration of educational offerings in which success at one level would mean direct access to the next. (Annotations of 18 print resources are provided; 3 resource organizations are listed.) (YLB)

ED 354 385 CE 063 121
Imel, Susan
Portfolio Assessment in Adult, Career, and Vocational Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Education, Educational Change, Evaluation Methods, *Portfolios (Background Materials), Postsecondary Education, Secondary Education, *Self Evaluation (Individuals), *Student Evaluation, Vocational Education
Identifiers—*Alternative Assessment
An outgrowth of the educational reform movement is interest in alternative forms of assessment. One response to the call for increased rigor in measuring learner progress has been the suggestion that assessment should be restructured to resemble real life, with learners taking more responsibility for assessing their own progress. Portfolio assessment is a frequently mentioned form of alternative assessment that encourages development of self-assessment skills. Portfolios of learner work form the basis

for this method of assessment. The collection of student work must include student participation in selection of portfolio content, guidelines for selection, criteria for judging merit, and evidence of self-reflection. The following are strengths of portfolio assessment: learners share in the responsibility for assessing their work, data are gathered and evaluated continuously over the course of the learning project, learners have the opportunity to learn about their own learning, and learners develop an expanded view of what is learned. Issues associated with portfolio assessment are as follows: the need for additional resources, development of knowledgeable teachers, and assessment of portfolio information, including establishing standards and criteria and establishing validity and reliability of results. (Annotations of 20 print resources are provided.) (YLB)

ED 354 386 CE 063 122

Caffarella, Rosemary S.

Psychosocial Development of Women: Linkages to Teaching and Leadership in Adult Education. Information Series No. 350.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—76p.

Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 350: $7 plus $3.50 postage and handling; quantity discounts available).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Development, Adult Education, Developmental Stages, *Females, *Interpersonal Relationship, Intimacy, Leadership Qualities, Life Events, Models, *Personality Development, *Self Concept, Socialization, Teaching Methods

Identifiers—*Psychosocial Development

Theories and models of adult development over the life span provide one of the foundational pieces for gaining a clearer understandings of learning in adulthood. Only recently have adult educators spoken more forcefully about the lack of integrated research on adult women. The purpose of this monograph is to describe those missing female voices as portrayed in the literature of the psychosocial development of women and to suggest links to the practice of teaching and leadership in adult education. Three kinds of studies are reviewed: analysis or conceptualization of the psychological development of women; investigations of developmental issues with all-female samples; and materials on the teaching/learning process with women as well as women and leadership. The first section discusses the literature from two frameworks: more traditional models and entirely new ways of thinking about women's development. Three major themes emerge: the importance of relationships, women's diverse and nonlinear patterns of development, and intimacy and identity. In the second section, suggestions are given for alternative theoretical perspectives, such as critical theory and feminist theory, alternative research designs and data collection techniques, and differing subject pools. The final two sections explore how the literature on women's development could be linked to the practice of teaching adults and on women and leadership within the framework of the three major themes of development, offering practical suggestions for instructors and leaders in adult education. Contains 145 references. (SK)

ED 354 387 CE 063 123

Bowen, Blannie E. Jackson, Gary B.

Enhancing Diversity in Vocational Education. Information Series No. 351.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—52p.

Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 351: $6 plus $3.50 postage and handling; quantity discounts available).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cross Cultural Training, Cultural Differences, *Cultural Pluralism, Educational Philosophy, *Ethnic Groups, Intercultural Communication, *Minority Groups, Population Trends, Postsecondary Education, Secondary Education, *Student Recruitment, Teacher Education, *Teacher Recruitment, Teaching Methods, *Vocational Education, Vocational Education Teachers

Identifiers—*Diversity (Student)

Vocational education can play a significant role in achieving the ideals of a diverse society. Although workplace changes and global economics make vocational education essential, an increasingly diverse population includes groups that have not traditionally participated extensively in vocational education. Philosophical and attitudinal changes that recognize the merits of a diverse society must precede the design of contemporary instructional programs that take an inclusive approach to recruiting and retaining in vocational education minorities, women, immigrants, disadvantaged persons, and students with special needs. The quest for diversity begins with a focus upon vocational teacher preparation, including awareness of attitudes toward persons from different backgrounds and preservice and inservice training in a multicultural approach to education. Techniques for accommodating learning styles and cultural differences are important tools for the diverse classroom. Recruitment and retention of diverse students into vocational teaching must also be emphasized. Program planners must become informed about diverse communities and involve their members in the planning process. Unlike the melting pot mentality of the past, a fruit salad approach to enhancing cultural, racial, ethnic, and gender differences will enable the nation to take advantage of the richness diversity promises. Visionary leadership will be essential as vocational educators act upon a commitment to diversity and play a significant role in enhancing and promoting it. (Contains 105 references.) (SK)

ED 354 388 CE 063 124

Imel, Susan Kerka, Sandra

Workplace Literacy: A Guide to the Literature and Resources. Information Series No. 352.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—64p.

Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 352: $7 plus $3.50 postage and handling; quantity discounts available).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Annotated Bibliographies, Educational Practices, Educational Research, *Educational Resources, *Information Sources, Instructional Materials, Labor Force Development, *Literacy Education, *Program Descriptions, Program Development

Identifiers—*National Workplace Literacy Program, *Workplace Literacy

This guide to the burgeoning literature and resources on workplace literacy begins with an overview describing issues and trends in the development of the literature base. Hints for locating and selecting workplace literacy resources in Educational Resources Information Center-ERIC and other databases are provided. An annotated bibliography of 87 resources is organized by the following framework: general information (definition/description, information analysis/synthesis, critical perspectives), research (reviews, literacy requirements of the workplace, program development/implementation), evaluation and assessment, curriculum and instructional materials, program development guidelines, program descriptions, policy information, and resource lists/bibliographies. Seven programs are described, selected because they used innovative approaches or encountered problems that provide useful information. Each description includes the following elements: title, partners, special features, target population, source of information, program description, successes and problems, and recommendations. A list of 14 resource organizations is followed by 40 references. Two appendices contain the following: ERIC citations for 79 projects funded by the National Workplace Literacy Program, arranged by state, and an ERIC Digest, "Locating and Selecting Information: A Guide for Adult Educators." (SK)

ED 354 389 CE 063 125

Terry, Arthur F. Hargis, Nancy

Career Education Revisited: Implications for the 1990s. Information Series No. 353.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—41p.

Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 353: $4.75 plus $3.50 postage and handling; quantity discounts available).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Development, *Career Education, *Educational Change, Educational History, Employment Patterns, *Federal Aid, *Government Role, Labor Force Development, Models, Occupational Information, *State Programs

Identifiers—1990s

The U.S. Office of Education (USOE) supported the development of four career education models in the 1970s: school-based, later comprehensive career education model; employer-based, later the experience-based career education model; home/community-based model; and the residential-based model. Establishment of the Office of Career Education (OCE) in USOE led to a number of projects aimed at demonstrating the effectiveness of comprehensive K-12 career education. State departments of education also supported the curricular infusion of career education concepts. The demise of OCE and the rise of educational reform movements in the early 1980s drew attention away from career education. However, Career Information Delivery Systems, the 1984 Perkins Act's recognition of career guidance and counseling programs, and the National Career Development Guidelines maintained some visibility for career education and development. In the 1990s, new reform movements are focused on economic and work force development, of which career development has become an essential component. New roles are emerging for counselors, teachers, and career development specialists. The early emphasis in career education on school-business collaboration is echoed in current attempts to build partnerships and involve families and communities. Critical issues for shaping career development in the 21st century include the following: a need for systematic research on the effectiveness of career education/development, teacher and counselor preparation, counselor certification and licensure, multicultural awareness, and school-to-work transition for at-risk youth. (Contains 41 references.) (SK)

ED 354 390 CE 063 126

Weber, James M.

Selected Contemporary Work Force Reports: A Synthesis and Critique. Information Series No. 354.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—70p.

Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 354: $6 plus $3.50 postage and handling; quantity discounts available).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Basic Skills, *Educational Change, Educational Objectives, Educational Quality, *Evaluation Criteria, *Job Skills, Labor Force, *Labor Force Development, Performance Factors, Postsecondary Education, School Restructuring, Secondary Education, *Standards,

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Vocational Education
Identifiers—*America 2000, National Education Goals 1990, *Total Quality Management

Demographic and social changes, increasing economic interdependence, and educational reform movements are causing major changes in vocational education. Essential work force skills and the standards to account for their achievement are being debated. The 1980s' "Excellence Movement" focused on strengthening academic requirements, developing public-private partnerships, and setting higher expectations for students, while increasing access for women, minorities, and people with disabilities. Shortcomings were the conflict between raised standards and increased access, lack of attention to noncollege-bound students, and failure to address adult retraining needs. State initiatives and America 2000 are responses to these challenges. America 2000 and several work force preparation proposals ("Investing in People," "America's Choice," and "What Work Requires of Schools") agree on such basic issues as international economic competitiveness, collaboration, and the need for standards and measures. A consensus-building effort that synthesizes the best from each proposal, more consistent use of the terminology of performance measures/standards, and more attention to existing experience in this area are recommended. Another "excellence movement" being widely implemented is total quality management (TQM). The four work force preparation strategies do not reflect the TQM vision and direction. A unified national policy should consider the following: retraining and upgrading the skills of the workers already in the work force, small businesses, and convincing business/industry that making larger investments in education/training will improve their profits. (Contains 112 references.) (SK)

ED 354 391 CE 063 127
Fingeret, Hanna Arlene
Adult Literacy Education: Current and Future Directions. An Update. Information Series No. 355.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI88062005
Note—66p.; Update of ED 246 308.
Available from—Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 355: $6 plus $3.50 postage and handling; quantity discounts available).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Educators, *Adult Literacy, *Definitions, Educational Finance, *Educational Objectives, Educational Policy, Educational Research, Leadership, *Literacy Education, Politics of Education, Public Policy, Staff Development
Identifiers—*Family Literacy, *Workplace Literacy

A great deal of attention has been focused on adult literacy by policy makers, employers, unions, and state and federal government. An increasing body of work is challenging conventional assumptions and values related to literacy. The National Literacy Act of 1991 has the potential to develop an essential long-term infrastructure. Some basic questions must be addressed. What is literacy? The definition has evolved from simple reading and writing to literacy in social settings. Literacy education varies depending on whether literacy is viewed as skills, as tasks, as social and cultural practices, or as critical reflection and action. Who has power in literacy education? Learner participation ranges from teachers depositing information into students' minds to learner-centered instruction in which students participate in developing materials, to participatory literacy efforts in which students share power and responsibility for curriculum development, instruction, and program management. What is the purpose of literacy education? Literacy can be used for individual social mobility or for community development and social change. Individually-oriented and community-oriented approaches vary depending on which view of literacy underlies them. A number of issues should be considered: policy and leadership, developing and supporting the literacy work force, work and literacy, literacy skills for women and families, and learner assessment and program evaluation. The prevailing view of literacy as a short-term crisis undermines efforts to build a supportive infrastructure. Adult literacy education is growing and evolving, moving from a narrow view of literacy as discrete skills to a richer understanding of the relationship between literacy, culture, and people. (Contains 130 references.) (SK)

ED 354 416 CE 063 412
Kerka, Sandra Imel, Susan
Workplace Literacy: Lessons from Practice. ERIC Digest No. 131.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-131
Pub Date—93
Contract—RI880620005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Basic Skills, Corporate Education, *Job Skills, Program Descriptions, Unions
Identifiers—ERIC Digests, National Education Goals 1990, *Workplace literacy

The fifth National Education Goal–every adult will be literate and possess the necessary skills for competing in a global economy and to exercise the rights and responsibilities of citizenship–is being implemented in part through workplace literacy programs. To reach the goal of universal literacy in the United States, five objectives were established. The second of these objectives–all workers will have the opportunity to acquire the knowledge and skills needed to adapt to constantly emerging new technologies, new work methods, and new markets through public and private vocational, technical, workplace, or other innovative programs–is the focus of this digest. Such programs focus on raising workers' skill levels to improve their performance in complex work environments. Through increased federal and state attention, workplace literacy programs have proliferated. Examples of successful programs illustrate innovative approaches or solutions to problems other program developers may face. SALSA (Southwest Advanced Learning System for Adults) trained Motorola employees to use home computers for accessing computer-based instruction. A union-sponsored program enabled health care workers to prepare for college and professional advancement by improving their reading, writing, and math skills. In Saskatchewan (Canada), workers trained as course leaders returned to their worksites to implement programs featuring cooperative learning and self-pacing. The Competitive Skills Project equipped chemical industry workers with higher skills needed to participate in total quality management. California migrant workers improved their English proficiency and learned life skills for entering mainstream U.S. society. Sources such as the Adult Learning and Literacy Clearinghouse of the U.S. Department of Education and the ERIC Clearinghouse on Adult, Career, and Vocational Education provide additional information on workplace literacy for program developers. (SK)

ED 355 454 CE 063 413
Freer, Kevin J.
Adult Literacy Volunteers. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-132
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, College Students, Federal Legislation, Higher Education, Instructional Materials, *Student Participation, Tutors, *Volunteers, *Volunteer Training
Identifiers—ERIC Digests

The role of literacy volunteers has taken on new dimensions due to national policy changes and changing views of literacy providers. The fifth National Education Goal, which stated that by the year 2000 every adult American will be literate, has resulted in increased interest in adult literacy programs. The role of the adult new reader is changing as learner-centered approaches become more widespread. Student inputs in program management, goal setting, board policy, and publication of student writings are examples of learner participation. Literacy Volunteers of America and Laubach Literacy Action are trying new approaches to tutor training and producing materials to help local programs with quality and accountability. College student participation as volunteer tutors is on the rise, spurred by the Student Coalition for Action in Literacy Education (SCALE) and the federally funded Student Literacy Corps. Recent developments have raised a number of issues regarding literacy volunteers: equity and access, learner involvement mandated by judicial systems and state assistance programs, program evaluation and learner assessment, partnerships and coalitions, resistance to change, and conflicting research agendas. (Contains 14 references.) (SK)

ED 355 455 CE 063 414
Imel, Susan
Vocational Education's Role in Dropout Prevention. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-133
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Coping, Demonstration Programs, *Dropout Prevention, *Employment Potential, *High Risk Students, *Job Skills, Models, *Pupil Personnel Services, Secondary Education, *Vocational Education
Identifiers—ERIC Digests, National Education Goals 1990

Appropriately implemented vocational education programs can help achieve National Education Goal 2–increasing the high school graduation rate to at least 90 percent. A 3-year study of dropout prevention in 10 demonstration sites has resulted in an enhanced vocational education program model described in "Vocational Education for the 21st Century" (Hamby 1992) to help at-risk students graduate with skills for the competitive job market. The model has both a curriculum component and an educational support system. The curriculum component encompasses four areas: academics, vocational-technical education, employability skills training, and development of life-coping skills, a critical element for school and work success. The educational support system comprehensively addresses a number of elements: program location, instructional strategies, counseling, student management, parent involvement, and transportation, among others. The Lifelong Options Program (LOP) is a holistic approach arising out of the experiences of the demonstration sites. Its six curriculum components are as follows: vocational education, applied academics, counseling, employability skills, life coping skills, and physical education. The vocational component offers students a choice among options: vocational education curriculum, job shadowing, community-based education, work experience, and school-based business enterprise. (SK)

ED 355 456 CE 063 415
Lankard, Bettina A.
Integrating Science and Math in Vocational Education. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-134
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Cooperation, *Integrated Curriculum, *Mathematics Instruction, Physics, *Science Instruction, Secondary Education, *Team Teaching, Technology Education, *Vocational Education
Identifiers—ERIC Digests

Although science and math are increasingly important in the workplace, many students, especially females, avoid these subjects. One route to the

achievement of National Education Goal 3–increasing student competence in challenging subject matter–is through integration of vocational education with science and math, enabling students to apply academic knowledge to specific occupational tasks. Among recent integration projects in PHYS-MA-TECH, a collaborative effort of the Illinois Board of Education, Northern Illinois University, five industries, and five high schools. The project features an integrated curriculum developed and delivered by teams of math, physics, and technology teachers in a nontraditional learning environment through team teaching and innovative delivery models. The Technology/Science/Mathematics Integration Project in Virginia middle schools focuses on applying science and math principles to real-world technological problems. In Washington State, a materials science and technology curriculum uses integrated and cooperative learning techniques to link knowledge of materials composition to workplace application. Integration of science and agricultural education in Tennessee enables students to use an agriculture course for college prep credit requirements. Team teaching is essential for integrated programs. Team teaching fosters mutual respect among disciplines, expands the repertoire of strategies and techniques, and increases enthusiasm and motivation for teaching. U.S. student performance in international comparisons highlights the importance of opening doors to science and math to students through vocational education. (Contains 12 references.) (SK)

ED 355 457 CE 063 416
Kerka, Sandra
Career Education for a Global Economy. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-135
Pub Date—93
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Choice, *Career Development, *Career Education, Cross Cultural Training, Economic Change, *Employment Patterns, *Employment Potential, *Global Approach, *Job Skills, Teamwork
Identifiers—ERIC Digests, National Education Goals 1990

Preparation for productive employment in a global economy is one aspect of National Education Goals 3 and 5. Career education can help people realize the opportunities and meet the challenges of the international workplace. The emergence of flexible, information-based technologies is a primary factor in the evolution of the global economy. New market standards, electronic communications, and emphasis on work teams are changing the competitive framework and the content of many jobs. In addition to technical skills, workers will need an array of interpersonal skills, competence in intercultural communication, and appreciation of different cultures. Competing on a global level requires a global mindset–the ability to look at the broader context, deal with ambiguity, trust processes rather than structure, and strive for continuous self-development. The content and focus of career education and development are changing in a global context. Although familiar components such as self-knowledge, occupational exploration, and job search skills remain important, the ability to take personal responsibility for career development and to set career competencies in the larger context is essential. Ability to locate information is becoming necessary both to find a job and to do a job. Workers will need assistance in new areas: undertaking career negotiation; adjusting to downsizing, mergers, and underemployment; helping families adjust to relocation; and reassessing the meaning of work. (Contains 13 references.) (SK)

ED 358 376 CE 064 410
Imel, Susan
Education for Homeless Adults. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-136
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Programs, *Educational Needs, Educational Strategies, *Homeless People, Models, *Program Development, Program Effectiveness, Program Implementation
Identifiers—ERIC Digests

The Adult Education for the Homeless (AEH) program was initiated with funds provided through the McKinney Act of 1987. During its first 4 years, the AEH program served over 100,000 homeless adults. In 1991, 34,000 adults participated in AEH programs in 31 states; nearly half were women. Approximately 60% of those served were between the ages of 25 and 44, and another 29% were between the ages of 16 and 24. Initially, AEH programs were based on either the development/capacity building, urban focus, services-to-women, or statewide approach. More recently, most states have tended to focus on the urban or statewide approach. Both on-site and off-site programs have been developed. The following are among the published recommendations concerning AEH program development: focus on the adult as a learner rather than as a member of a particular subgroup; use learner-centered approaches to give homeless adults the opportunity to control at least one area of their lives; use learners' life experiences as a basis for developing curricula that address the diverse experiences and characteristics of the adult homeless population; and provide access to the wide range of services needed by homeless persons by giving high priority to interagency collaboration. (Contains 8 references.) (MN)

ED 358 377 CE 064 411
Wagner, Judith O.
Career Resource Centers. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-137
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Information Systems, *Career Planning, *Facility Planning, Guidelines, Material Development, Media Selection, *Occupational Information, Postsecondary Education, *Resource Centers, Resource Materials, Secondary Education, Staff Role
Identifiers—*Career Resource Centers, ERIC Digests

Career resource centers (CRCs), which are located in both educational settings and the workplace, provide information and services on planning a career and finding a job. CRCs offer information, materials, and services to individuals interested in career planning and development and are typically found in secondary and higher education institutions. Services provided by CRCs include the following: retrieving occupational and educational information; helping individuals use CRC resources; promoting thoughtful career planning, providing job placement and employability skills information; helping individuals assess their attitudes, interests, and aptitudes; and preparing individuals for life-role transitions. CRCs are commonly structured as a series of stations and are ideally staffed by professional, paraprofessional, and support staff trained in areas such as job placement, career planning, retrieval and dissemination of materials, counseling and personnel assessment, curriculum development, and community resource development and coordination. Print, nonprint, and computer-assisted materials should all be included in a CRC's collection of materials. Core CRC materials include directories of schools and nonschool-based programs at all instructional levels, materials on the job search process, occupational information, self-awareness materials, and information about the local job market and support groups. (Addresses of 25 resource material sources and 8 references are included.) (MN)

ED 358 378 CE 064 412
Lankard, Bettina A.
Career Development through Self-Renewal. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-138
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, Attitude Change, Behavior Change, Career Change, *Career Development, *Change Strategies, *Midlife Transitions, Models, *Self Actualization
Identifiers—ERIC Digests, *Self Renewal

Because of the economic and cultural changes that are currently taking place in society and the workplace, many adults who had their career and personal lives planned to retirement are finding those plans no longer viable and are recognizing the need to readjust their career expectations. Many adults who had always viewed life as a linear, steadily upward-progressing process are now finding their lives taking a more cyclical course marked by a series of transitions. Many adults get lost in the transitions from one life structure to another; however, many others find that a cyclical view of adult life promotes self-renewal. Although transitions are difficult, all transitions follow a predictable pattern and, consequently, adults can be trained to anticipate and facilitate them. Overcoming fear of the unknown and recognizing when change is necessary are two key steps in successful negotiation of change. A number of publications that have analyzed strategies for helping adults in their quest for career satisfaction, mastering self-renewal, and channeling self-renewal efforts into career survival and development are reviewed. (MN)

ED 358 379 CE 064 413
Kerka, Sandra
Women, Human Development, and Learning. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-139
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Development, *Adult Education, Adult Learning, Classroom Techniques, *Cognitive Style, Educational Research, *Females, *Individual Development, Psychological Studies, *Sex Differences, *Theory Practice Relationship
Identifiers—ERIC Digests

A growing body of literature is questioning whether existing models of human development apply equally to men and women. Prevailing theories of human development have been criticized for being based on research with primarily male subjects of similar ethnic, racial, or class backgrounds. Some research supports the viewpoint that women have different ways of thinking and learning. However, emphasizing the "differentness" of women raises the danger of stereotyping and/or perpetuating traditional sex roles. Others argue that identifying the "different voices" of women may have the positive result of validating other perspectives. If educational institutions are based on a model of one type of thought (rational, analytic), then those whose ways of thinking are more subjective or inductive may feel alienated in the learning environment. Several ways of using knowledge of developmental differences to support adult learning have been identified. The approaches that have been suggested for enhancing women's "different" ways of developing are remarkably similar to the central principles of adult education: teaching and learning that are collaborative and reflective, social action and social change, and validation and use of the life experi-

ences adults bring to the classroom in the teaching-/learning process. (Contains 14 references.) (MN)

ED 359 375 CE 064 006
Imel, Susan
Youth Apprenticeship. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Apprenticeships, Educational Policy, Education Work Relationship, Guidelines, High Schools, Job Training, Models, Organizations (Groups), Position Papers, Program Descriptions, *Program Development, *Program Implementation, Public Policy, *Resource Materials, *Youth Employment, *Youth Programs
Youth apprenticeship programs differ from the registered apprenticeship that is regulated by federal and state governments. Defined as a "learning program for young people, age 16 and older, that integrates on-the-job training with school-based instruction, that bridges high school and postsecondary schooling, and that results in both academic credentials and certification of mastery of work skills," youth apprenticeship has gained attention as a policy strategy for improving the school-to-work transition of many youth. Many of the key components of the youth apprenticeship program concept are based on the design elements of European youth training systems. Despite its promise as a strategy for accomplishing many of the goals of the educational reform movement, youth apprenticeship has also remained controversial. The following have been cited as potential problems of youth apprenticeship programs: conflicts with labor unions; the need for schools to make significant changes in instructional methods, scheduling, and basic assumptions; the need for increased financial support from business; and the danger of tracking students at an early age. (An annotated bibliography of 15 print resources on youth apprenticeship programs is provided along with the names and addresses of four resource organizations concerned with youth apprenticeship programs.) (MN)

ED 359 376 CE 064 007
Kerka, Sandra
Gender Equity in Vocational Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Directories, *Educational Change, *Educational Trends, Employment Patterns, Guidelines, Instructional Materials, Literature Reviews, Models, *Organizations (Groups), Program Descriptions, Program Guides, Research Reports, *Resource Materials, Secondary Education, *Sex Fairness, Trend Analysis, *Vocational Education
Women now represent 45% of the work force, and 74% of all 25- to 54-year-old women now work. Despite these statistics, women are still clustered in 20 of 400 occupational categories, and 70% of female secondary vocational students are preparing for low-wage jobs. These statistics, coupled with the findings of research on self-esteem and identity formation, mandates included in the 1990 Carl Perkins Act, and growing recognition of the fact that gender equity is good business, have motivated renewed emphasis on the creation of an environment in which individuals consider career options and make career choices based on their abilities rather than on stereotypes and expectations. A new set of issues accompanies the renewed interest in gender equity. Included among these issues are attitudes and stereotypes, sexual harassment, equity and males, learning and communication styles, and accountability. The most important issue, however, remains that of how gender equity can be achieved. (An annotated bibliography of 15 print resources for vocational educators interested in accelerating gender equity in education and in work is provided along with the names and addresses of four resource organizations concerned with issues related to gender equity in vocational education.) (MN)

CG

ED 348 623 CG 024 441
Smith, Robert L. Stevens-Smith, Patricia
Family Counseling and Therapy: Major Issues and Topics.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-045-X
Pub Date—92
Contract—RI88062011
Note—471p.
Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($26.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—Counseling Techniques, Counseling Theories, Counselor Training, *Family Counseling, Family Relationship
Identifiers—*Family Therapy
The six chapters of this book on family counseling and therapy focus on healthy family functioning; marriage and family counseling theories; the practice of marriage and family counseling; training marriage and family counselors/therapists; issues and topics in family therapy; and images and projections for the future. The 33 articles distributed among the 6 chapters include the following: (1) "A Critique of Healthy Family Functioning" (R. Smith and P. Stevens-Smith); (2) "Healthy Family Functioning: The Other Side of Family Pathology" (S. Wilcoxon); (3) "Family Counseling: Principles for Growth" (J. Carlson and D. Fullmer); (4) "Marital and Family Therapy: Direction, Theory, and Practice" (R. Smith); (5) "Couple and Family Counseling" (M. Stoltz-Loike); (6) "Adlerian Family Therapy" (D. Dinkmeyer and D. Dinkmeyer, Jr.); (7) "Brief Family Therapy" (T. Todd); (8) "The Practice of Marriage and Family Counseling" (R. Smith and P. Stevens-Smith); (9) "The Use of Strategic Family Therapy in the School Setting: A Case Study" (G. Stone and B. Peeks); (10) The Use of Circular Questioning in Marriage and Family Counseling/Therapy" (R. Smith, J. Griffin, K. Thys, and E. Ryan); (11) "The Genogram as Process" (R. Beck); (12) "Gender Issues in Training: Implications for Counselor Training Programs" (P. Stevens-Smith); (13) "Building Intensive Simulations in Family-Therapy" (R. Rich and D. Sampson); (14) "Family Sculpting in the Training of Marriage and Family Counselors" (L. Costa); (15) "Marriage and Family Counseling in Counselor Education: National Trends and Implications" (S. Gladding, M. Burggraf, and D. Fenell; (16) "Teaching Family Therapy in an Academic Counselor Training Program: A Productive Paradox" (M. Ham); (17) "Adding a Family Counseling Training Component to a Community Agency Counseling Master's Degree" (R. Sheverbush and D. Ward); (18) "A Systemic View of Family Therapy Ethics" (D. Wendorf and R. Wendorf); (19) "Research in Marriage and Family Therapy" (D. Fenell and B. Weinhold); (20) "Dilemmas of Power and Equality in Marital and Family Counseling: Proposals for a Feminist Perspective" (C. Enns); (21) "Remarriage Myths: Implications for the Helping Professions" (M. Coleman and L. Ganong); (22) "Considerations for the Treatment of Marital Violence" (L. Costa and D. Holliday); (23) "The AIDS Family: An Emerging Issue" (L. Bradley and M. Ostrovsky); and (24) "Future Projections for Marriage and Family Counseling and Therapy" (R. Smith and P. Stevens-Smith). (ABL)

ED 348 624 CG 024 442
Sanborn, Robert D.
Internationalizing Career Planning: A New Perspective for College Career Centers.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-043-3
Pub Date—92
Contract—RI88062011
Note—82p.
Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($9.95).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Students, *Guidance Centers, Higher Education, *International Education, International Programs, *Overseas Employment Programs and resources to assist college students who are seeking international careers and other international opportunities are described in this monograph. The first chapter focuses on internationalism and American education, discussing American international illiteracy, foreign language study, and international education. The second chapter discusses international programs in American institutions of higher education. The third chapter describes the international career center, including specific discussions of the Career Center at Columbia University's School of International and Public Affairs and Rice University's Career Services Center. The fourth chapter discusses program development, including establishing a need and administrative base for the program, program promotion, program evaluation, and vision for change. The fifth chapter discusses components of the internationalized career center. The sixth chapter discusses potential problems of internationalization, including budgetary concerns, insufficient support from the university administration, the student body, and the faculty, and problems concerning travel funds. The seventh chapter describes future trends in internationalization. A list of 65 references is included. The appendix lists publications of interest to the international career seeker; resources for an international career library; top international programs; international directories; and addresses of Chambers of Commerce. (ABL)

ED 348 625 CG 024 443
Robinson, Edward H. And Others
Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-041-7
Pub Date—92
Contract—RI88062011
Note—176p.
Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($16.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Anxiety, *Coping, Elementary Education, *Elementary School Students, *Fear, High Risk Students, *Stress Variables
How fears, phobias, anxiety and stress develop in elementary school students and how these students can be assisted in coping with fears and stress are discussed in this book. Part 1, "Discussion and Activities," contains six sections. Section 1 presents an overview of fears, and stress in children. Section 2 presents 12 fear-specific activities including "shadows" and "fantasy trip." Section 3 presents 27 fear prevention activities including "success a day," "feeling masks," and "who's in the bag?" Section 4 presents four stress reducing activities including relaxation exercises and relaxation scripts. Section 5 presents four high-risk student activities including personal crisis management and systematic desensitization. Section 6 contains four appendixes including a counseling model for helping the fearful child, a bibliography of children's fears, and a resource list. Part 2, the facilitator's guide, suggests strategies and procedures for the following workshop sessions: (1) introduction; (2) primary prevention; (3) school and classroom activities; (4) helping high risk children; (5) helping children during a crisis; (6) helping children who are not coping well; (7) stress/fear and the family; and (8) developing an action plan. The appendix includes a fear and stress survey; additional handouts, and classroom activities for children exposed to a violent event. (ABL)

ED 350 491 CG 024 514
CounselorQuest Update Pack '93.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062011
Note—89p.
Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($5.95).
Pub Type— Collected Works - General (020) — Reports - General (140) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Counseling, Counseling Services, Counselor Role, *Counselors, Elementary Secondary Education, Higher Education, School Counseling, Student Personnel Services
Identifiers—ERIC Digests
This set of digests includes 35 two-page articles in the areas of counseling programs and practices; theory and research; and professional development. Fourteen articles are presented in the area of programs and practices. These range from the efficacy of school-based drug education programs to learning styles counseling. Six articles are presented in the area of theory and research. These range from challenging troublesome career beliefs to qualitative research in student affairs. Fifteen articles are presented in the area of professional development. These articles range from accreditation of college and university counseling services to marketing oneself as a professional counselor. The digests were originally published in 1991 and 1992. Suggestions for their use are included. (ABL)

ED 350 526 CG 024 580
Smith, Robert L. Stevens-Smith, Patricia
Basic Techniques in Marriage and Family Counseling and Therapy. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-1
Pub Date—15 Apr 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, Counselor Role, *Family Counseling, *Marriage Counseling
Identifiers—ERIC Digests
Counselors working in the areas of marriage and family counseling and therapy are expected to work effectively with couples and families experiencing a variety of issues and problems. Structural, strategic, and transgenerational family therapists may seem to be operating in similar manners, and it appears that many practicing family therapists go beyond the limited number of techniques usually associated with a single theoretical position. A variety of counseling techniques are available to help the family therapist mobilize the family and promote change. Examples of techniques that family therapists practice include the genogram; the family floor plans; reframing; tracking; communication skill-building techniques; family sculpting; the use of family photographs; helping families set aside special days, mini-vacations, or special outings; the empty chair technique; family choreography; family council meetings; strategic alliances; prescribing indecision; and putting the client in control of the symptom. Counselors can take these techniques and customize them according to the presenting problems they are handling. Creative judgment and personalization of application are encouraged. (NB)

ED 350 527 CG 024 581
Brammer, Lawrence M.
Coping with Life Transitions. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-2
Pub Date—15 Apr 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Change, *Coping, *Life Events
Identifiers—ERIC Digests, *Life Transitions
A transition is a short-term life change characterized by a sharp discontinuity with the past. Examples of transitions include job changes, marriages, births, divorces, death, vacations, and relocation. Transitions can be either positive or negative, voluntary or involuntary, on-time or off-time. Life transitions can be viewed by using metaphors from classical literature. Counselors can help clients to view their transitions in terms of personally meaningful metaphors and as significant learning events on their lifelines. Another way to characterize a life transition is through the social interaction model in which a transition is examined in regard to how the person appraises the event, the nature of the transition itself, coping resources, and the personal characteristics of the person and environment. A third way to view transitions construes the transition as a process of fairly predictable stages that overlap one another. Coping attitudes and skills can help individuals adjust to the transitions in their lives. The key goal for counselors is to teach clients the skills needed to conceptualize the nature of their transitions and the skills to cope with various stages in the process. The anticipated outcome is client self-management. (NB)

ED 350 528 CG 024 582
Gladding, Samuel T.
The Expressive Arts in Counseling. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-3
Pub Date—30 Jun 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Expression, *Art Therapy, *Counseling Techniques, *Creative Art
Identifiers—ERIC Digests
Art has played a part in the helping professions since ancient times. In recent times, there has been renewed interest in the use of the arts in counseling, especially art forms that are considered "expressive." Counselors can help their clients develop their potential through concrete and abstract verbal and nonverbal art forms. To do so, it is important for counselors to understand the arts and how they can be useful in counseling. The expressive arts consist of verbal and nonverbal ways of representing feelings. The most well known verbal arts are drama and literature, while the best known nonverbal arts are music, dance, imagery, and visual expression (drawing, painting, sculpting). While there are numerous ways to use the expressive arts in counseling, the needs of the client, the skills of the counselor, and the nature of the problem must be main considerations when using the arts therapeutically. Expressive arts can be used on primary, secondary, and tertiary levels of prevention in all forms of counseling. Counselors must be aware of the limitations as well as the strengths of using the expressive arts in counseling. (NB)

ED 354 468 CG 024 810
Lee, Courtland C.
Empowering Young Black Males.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-042-5
Pub Date—92
Contract—RI88062011
Note—107p.
Available from—ERIC Counseling and Personnel Services Clearinghouse, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($14.95, quantity discounts).
Pub Type— Reports - General (140) — Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Black Culture, *Black Students, Counseling Services, Counseling Techniques, Elementary School Students, Elementary Secondary Education, *Males, Psychological Characteristics, *School Counseling, *School Counselors, Secondary School Students, Student Personnel Services
Identifiers—*Student Empowerment
The purpose of this book is to provide school counselors and related mental health professionals with important information to help them address the crisis of the Black male. The focus of the book is on Black male educational empowerment and how pupil personnel professionals can promote it in the school setting. The book examines important issues in the development of young Black males that must be understood to effectively facilitate their educational and social empowerment. In addition, it provides direction for implementing intervention programs that promote Black male empowerment in elementary and secondary schools. The book also suggests ways to actively involve teachers and the inherent strengths of Black communities in this important process. Chapter 1 offers an overview and interpretation of current statistical data on Black male educational progress from grades K-12. Chapter 2 examines the early psychosocial development of Black males. Chapter 3 discusses Black culture and its role in the development of the Black male. Chapter 4 is comprised of four Empowerment Training Modules that provide specific instructions on implementing a variety of approaches. Module 1 describes "The Young Lions," an empowerment program for Black males in grades 3-6. Module 2 describes "Black Manhood Training," a counseling program designed to promote the transition from boyhood to manhood of adolescent Black males. Module 3 is concerned with tapping respected elders in the community as male role models for Black youth. Module 4 addresses problems for Black male students that exist in the educational system and describe counselors' roles in educational advocacy. The four modules include listings of resources. Chapter 5 is a call to action for school counselors and related professionals that presents a comprehensive plan for the empowerment of young Black males. This book is designed as an action manual for school counseling professionals. The appendixes provide four poems and three classroom activities. (Contains 55 references.) (ABL)

ED 357 316 CG 024 867
Locke, Don C.
Multicultural Counseling. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-93-1
Pub Date—93
Contract—RI88062011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, Counseling Theories, Counselor Attitudes, Counselor Characteristics, Counselor Client Relationship, Counselor Qualifications, *Counselors, *Cultural Differences
Identifiers—*Cross Cultural Counseling, ERIC Digests, *Multicultural Counseling
Multiculturalism has been defined as the fourth force in psychology, one which complements the psychodynamic, behavioral, and humanistic explanations of human behavior. Pederson's (1991) definition of multiculturalism leads to the inclusion of a large number of variables making multiculturalism generic to all counseling relationships. Locke (1990) has advocated a narrower definition of multiculturalism, particularly as it relates to counseling. In this definition attention is directed toward the racial/ethnic minority groups within that culture. The effective counselor is one who can adapt the counseling models, theories, or techniques to the individual needs of each client. This skill requires that the counselor be able to see the client both as an individual and as a member of a particular cultural group. Multicultural counseling requires the recognition of the importance of racial/ethnic group membership on the socialization of the client; the importance and the uniqueness of the individual; the presence and place of values in the counseling process; and the uniqueness of learning styles, vocational goals,

and life purposes of clients. The Multicultural Awareness Continuum is linear and the process is developmental. It is best understood as a lifelong process. It includes self-awareness; awareness of one's own culture; awareness of racism, sexism, and poverty; awareness of individual differences; awareness of other cultures; awareness of diversity; and skills/techniques. (ABL)

ED 357 317 CG 024 868
Bleuer, Jeanne C. Walz, Garry R.
Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-93-2
Pub Date—93
Contract—RI88062011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Counseling Objectives, Counselor Role, Elementary School Students, *Elementary Secondary Education, *Excellence in Education, Models, Program Content, *School Counseling, *School Counselors, *School Guidance, Secondary School Students
Identifiers—ERIC Digests, *National Education Goals 1990
Achievement of the six National Education Goals will require changes in the present educational system, change in how communities respond to education, and especially change in how education is visualized. An effective guidance program has the capacity to make major contributions to all of the National Education Goals. School administrators, guidance directors, and others who are in a position to help to determine the goals and content of their guidance programs can significantly enhance this capacity by encouraging the implementation of the following strategies: (1) adopt a "comprehensive guidance" program model which provides for the systematic delivery of guidance as a curriculum organized around a sound theoretical framework; (2) reach out to the community to involve parents and other community members in both the determination of guidance priorities and the delivery of counseling and guidance services; (3) encourage collaboration and teamwork among the various education specialties; and (4) emphasize that the mission of a guidance program is the facilitation of better student adjustment as an intermediate outcome that enables students to achieve better academic performance rather than better student adjustment as an end in itself. By adopting a clear commitment to helping students achieve educational excellence and using a collaborative, community-based guidance approach, counselors can become a strong force for the attainment of the six National Education Goals. (Specific counselor interventions are listed for each of the six National Education Goals.) (ABL)

CS

ED 350 597 CS 011 083
Dupuis, Mary M., Ed. Merchant, Linda H., Ed.
Reading across the Curriculum: A Research Report for Teachers.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-33-0
Pub Date—93
Contract—RI88062001
Note—296p.; Also published by EDINFO Press. Revised and enlarged version of "Reading in the Content Areas: Research for Teachers."
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($21.95 plus $3 postage/handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Business Education, *Content Area Reading, *Critical Reading, English Instruction, Health Education, Home Economics Education, Intermediate Grades, Literature Reviews, Mathematics Instruction, Music Education, *Reading Research, Research Utilization, Science Education, Secondary Education, Second Language Learning, Social Studies, Vocational Education
Identifiers—Reading Uses
Focusing on grades 4-12, this book supplies content area teachers with the information they need to function as reading and writing teachers within their subject/academic discipline. Chapters in the book usually begin with a summary or overview, showing the major concerns and unique features of language use in that area. Some of the chapters in the book have extensive bibliographies of research and/or teaching techniques germane to the subject. The 11 chapters in the book are: (1) "Reading in English" (Linda H. Merchant and Carol T. Fishel); (2) "Reading in Foreign Language Study" (Michele M. Tellep and John E. Carlson); (3) "Reading in Math" (Linda A. Hoover and James F. Nolan); (4) "Reading in the Arts" (Darla K. Wilshire and Bernard J. Badiali); (5) "Reading in Health Education" (Gail Alberini-Emmett and Maria Plischke); (6) "Reading in Physical Education" (Elizabeth A. Martin and others); (7) "Reading in Science" (Brian E. Maguire and Sarah D. Weidler); (8) "Reading in Social Studies" (Darla K. Wilshire and Philip Berryhill); (9) "Reading in Business Education" (Linda H. Merchant); (10) "Reading in Home Economics" (Michele L. Irvin); and (11) "Reading in Vocational Education" (Sonja Brobeck). (RS)

ED 350 598 CS 011 091
Thomas, Robert L.
Cross-Age and Peer Tutoring. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-01
Pub Date—93
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cross Age Teaching, Elementary Secondary Education, Instructional Effectiveness, *Language Arts, *Peer Teaching, Program Descriptions, *Tutoring
Identifiers—ERIC Digests
Answering a variety of questions about cross-age and peer tutoring, this digest provides information on how tutoring programs are organized, how to start programs, why tutoring programs are effective, and what the critical ingredients of peer programs are. The digest briefly discusses two examples of effective programs recognized by the National Diffusion Network (1992), as well as a program focusing on the language arts, particularly reading and oral comprehension, and using language-based games and activities. (RS)

ED 351 704 CS 213 608
Suhor, Charles Suhor, Bernard
Teaching Values in the Literature Classroom: A Debate in Print. A Public School View. A Catholic School View.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-32-2
Pub Date—92
Contract—RI88062001
Note—276p.; Also published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($16.95 plus $3 postage/handling); National Council of Teachers of English, 1111 W. Kenyon Rd., Urbana, IL 61801 ($16.95 nonmembers, $12.95 members plus $1.50 handling/shipping).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Annotated Bibliographies, *Catholic Schools, Classroom Environment, English Instruction, English Literature, Ethical Instruction, High Schools, *Literature, Moral Development, *Moral Values, *Public Schools, Religious Factors, Student Needs, *Teacher Role, United States Literature, Values Clarification, *Values Education
This book debates the values being taught in American public schools. The book considers whether moral, ethical, social, and religious values of any kind should be taught or inculcated in the public school setting–specifically, should the values embodied in the literature typically read in English literature classrooms be advocated by the teachers, or ought the literary and historical discussion of meaningful texts be used by teachers as an opportunity to help students work towards clarity about their own values? The debate presented in this book is another engagement in the ongoing struggle to shape the value structures of young Americans, and the opposing viewpoints which form the substance of the book are those of two educator brothers, Bernard and Charles Suhor. Chapters in the book are: "Religion at School: A Word from the Moderator" (Carl B. Smith); "Values in the Teaching of Literature–A Public School View" (Charles Suhor); "Values in the Teaching of Literature–A Catholic School View" (Bernard Suhor); "Response to Bernard Suhor" (Charles Suhor); "Response to Charles Suhor" (Bernard Suhor); "Further Comment" (Charles Suhor); and "Further Comment" (Bernard Suhor). The book concludes with a 158-item annotated bibliography of resources containing activities and ideas for clarification from the ERIC database. (NKA)

ED 352 630 CS 011 128
Simic, Marjorie R.
Guidelines for Computer-Assisted Reading Instruction. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-02
Pub Date—93
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Elementary Education, Guidelines, Language Arts, Reading Comprehension, *Reading Instruction, Reading Writing Relationship, Student Participation, Text Structure
Identifiers—ERIC Digests
Focusing on how teachers can integrate computers into reading/writing instruction, this ERIC digest presents guidelines for helping language arts teachers match their use of computers with what is known about the reading/writing process. The guidelines for computers and reading presented in the digest point out that computer instruction in reading should: (1) focus on meaning and stress reading comprehension; (2) foster active involvement and stimulate thinking; (3) support and extend students' knowledge of text structures; (4) make use of content from a wide range of subject areas; (5) link reading and writing. (RS)

ED 352 673 CS 213 636
Dodson, Margaret
Teaching Values through Teaching Literature. Teaching Resources in the ERIC Database (TRIED).
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-31-4
Pub Date—91
Contract—RI88062001
Note—186p.; Co-published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($16.95 plus $3 postage/handling).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analy-

sis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Games, English Curriculum, Environmental Education, Ethics, Lesson Plans, *Literature Appreciation, Secondary Education, *Values, *Values Education
Identifiers—ERIC
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on teaching values using literature as an alternative to textbooks. The 41 lesson plans in this book cover: (1) setting up an English curriculum in values; (2) ways to help students find out about their values; (3) individual ethics and personal morals; (4) social ethics and political morality; and (5) environmental values. The book includes an activities chart which indicates the focus and types of activities (such as role play, poetry, games, group activities, and writing skills) found in the various lessons. A 155-item annotated bibliography contains references to research and additional resources. (RS)

ED 353 604 CS 213 682
Puccio, P. M.
The Computer-Networked Writing Lab: One Instructor's View. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-03
Pub Date—93
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Writing, *Classroom Environment, *Computer Networks, Higher Education, Teacher Behavior, *Teacher Role, *Teacher Student Relationship, *Writing Laboratories
Identifiers—*Basic Writers, ERIC Digests, University of Massachusetts Amherst
According to an instructor of basic writing in the Writing Lab at the University of Massachusetts in Amherst, he can teach differently in a computer-networked writing lab than he did in a conventional classroom. Because the room is designed to teach writing and nothing else, it offers a congenial workspace where the teacher can interact with students. Aspects of the computer classroom encourage student independence and define the teacher's role more clearly as an accomplice in their efforts. Students experience a communal ownership of the classroom because the network allows them ready access to all of the texts, theirs and the teacher's, that comprise the course. The computer classroom environment allows the teacher to respond to individual student needs with more flexibility, empathy, and respect. The networked classroom can provide students with a congenial setting where they might learn not only to endure writing but even, on occasion, enjoy it. (RS)

ED 354 549 CS 213 743
Sensenbaugh, Roger
Writing across the Curriculum: Toward the Year 2000. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-04
Pub Date—93
Contract—RI88062001
Note—3p.; For a related digest, see ED 327 879.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, Higher Education, Mathematics Instruction, *Program Implementation, *Teacher Education, *Writing Across the Curriculum, *Writing Assignments, *Writing Research
Identifiers—ERIC Digests, *National Education Goals 1990
This digest summarizes the more than 300 items in the ERIC database concerning writing across the curriculum (WAC) published between 1990 and 1992. The digest presents categories of material about WAC-advocacy, activities, recent research, implementing new programs, and faculty training-and discusses one or two pertinent sources for each category. The digest concludes that mounting evidence and reports of successful implementation of WAC programs suggest that the movement will continue to be important in the year 2000. (RS)

ED 356 459 CS 011 271
Johns, Jerry And Others
Whole Language in the Elementary School. Focused Access to Selected Topics (FAST) Bib No. 67.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Education, High Risk Students, Instructional Effectiveness, *Reading Research, Teacher Role, *Whole Language Approach, *Writing Research
After defining whole language as a philosophy of literacy instruction based on the concept that students need to experience language as an integrated whole, this ERIC "FAST Bib" presents an annotated list of 35 ERIC documents and journal articles consisting of critiques of and responses to the whole language approach in the elementary school. The materials, which were published between 1988 and 1992, are divided into six sections: (1) Overview; (2) Critiques; (3) Recent Research; (4) Elementary Applications; (5) Applications to Special Populations; and (6) Teachers' Roles. Some related publications are also cited at the end of the document. (RS)

ED 356 460 CS 011 272
Johns, Jerry VanLeirsburg, Peggy
Focus on Chapter 1. Focused Access to Selected Topics (FAST) Bib No. 64.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Secondary Education, Higher Education, *High Risk Students, Instructional Effectiveness, Parent Participation, Reading Diagnosis, *Reading Research, Student Evaluation, *Teaching Methods
Identifiers—*Education Consolidation Improvement Act Chapter 1
Presenting information for the improvement of instruction and services to at-risk students from elementary through beginning college levels, this ERIC "FAST Bib" focuses on recent research and strategies for Chapter 1, a federally funded program serving at-risk students since 1965. The FAST Bib presents 25 annotations of ERIC documents and journal articles published between 1986 and 1992. The FAST Bib is divided into four sections: (1) an overview of recent research; (2) information on assessment regarding diagnosis and accountability; (3) descriptions of effective teaching strategies; and (4) suggestions for parental involvement. (RS)

ED 356 461 CS 011 273
Warren, John
Curriculum Development in the Language Arts. Focused Access to Selected Topics (FAST) Bib No. 65.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Curriculum Development, Curriculum Problems, Elementary Education, Instructional Development, *Language Arts
Identifiers—Curriculum Emphases
This ERIC "FAST Bib" provides annotations of ERIC documents and journal articles that address the question of how to balance two opposing forces operating in today's schools, i.e., the forces of change and complacency, to establish an exemplary language arts curriculum that is a reality and not just a theoretical mirage. The 18 annotations presented in the FAST Bib are of materials published in 1990 and 1991 that discuss this question. The FAST Bib begins with an overview section containing articles concerning issues related to curriculum development in the language arts, proceeds to titles in the areas of reading and writing, and concludes with materials on oral communication. (RS)

ED 356 471 CS 011 284
Johns, Jerry Abromitis, Barbara S.
Workplace Literacy: An Update. Focused Access to Selected Topics: FAST Bib No. 69.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698 (F1, $1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Annotated Bibliographies, Basic Skills, Curriculum Development, Educational Needs, Educational Trends, Program Descriptions
Identifiers—Educational Issues, *Workplace Literacy
This ERIC FAST Bib presents annotations concerning four major areas related to workplace literacy: (1) the definition and design of curriculum; (2) trends, issues, and challenges in workplace literacy; (3) model programs and projects; and (4) reference materials for practitioners. Contents include annotations of 45 journal articles, conference papers and other ERIC publications published between 1989 and 1992. (RS)

ED 356 484 CS 213 775
Denner, Michael
Writing To Learn. Focused Access to Selected Topics (FAST) Bib No. 66.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, Mathematics Instruction, Program Descriptions, Science Instruction, Social Studies, Teaching Methods, *Writing Across the Curriculum, Writing Instruction, Writing Processes
Identifiers—*Writing to Learn
Suggesting that writing can play an integral part in the learning process, this ERIC "FAST Bib" provides annotations of 31 ERIC documents and journal articles published between 1987 and 1992 concerning the Writing to Learn movement. The citations in the first section of the FAST Bib present an overview of the theories and criticisms of writing to learn. The second section contains concrete examples of the uses of Writing to Learn in the classroom: examples include uses in social studies, mathematics, science, and language arts. (RS)

ED 356 485 CS 213 776
Sullivan, Arlene
Death in Literature for Children and Young Adults. Focused Access to Selected Topics (FAST) Bib No. 62.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Literature, Adolescents, Annotated Bibliographies, *Childrens Literature, *Death, Elementary Secondary Education, Literature Appreciation, Teaching Methods, Young Children
Noting that the topic of death is pervasive in literature for children and young adults, this annotated bibliography of material in the ERIC database is designed to make classroom teachers aware of books and literature available on the topic of death. Some of the 32 annotations are reviews of books dealing with death, some are booklists containing books on death and dying in fiction and nonfiction, some contain teaching approaches, and others give an overview of the topic. The books, conference papers, and journal articles represented in the annotated bibliography were published between 1981 and 1990. (RS)

ED 356 486 CS 213 777
Dickinson, Patricia
Gender Issues in Language and Writing. Focused Access to Selected Topics (FAST) Bib No. 63.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Secondary Education, Feminism, Higher Education, *Sexism in Language, Sex Role, Sex Stereotypes, *Writing (Composition)
Identifiers—Feminist Criticism
This ERIC "FAST Bib," which focuses on gender issues in language and writing, presents annotations of 23 ERIC documents and journal articles published between 1987 and 1991. The first section of the FAST Bib is an overview; the second section is divided between issues that are relevant to the elementary and secondary levels and issues that emerge at the post-secondary level. The final section offers a specifically feminist viewpoint of issues in literacy. (RS)

ED 356 508 CS 508 159
Johns, Jerry And Others
Television Viewing. Focused Access to Selected Topics (FAST) Bib No. 68.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062001
Note—5p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth Street, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Television, Elementary Secondary Education, Family Influence, *Mass Media Role, *Mass Media Use, Reading Habits, *Television Research, *Television Viewing
Identifiers—Channel One
Reflecting the concern which has been generated over the influence of television viewing on society at large, this "FAST Bib" presents annotations of 31 ERIC documents and journal articles published between 1989 and 1992. Annotations in the FAST Bib are divided into five sections: (1) Overview; (2) The Connection between Television and Reading; (3) Television's Impact on Society; (4) Parents and Television; and (5) Classroom Applications. (RS)

ED 357 333 CS 011 302
Aiex, Noia Kortner
Bibliotherapy. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-05
Pub Date—93
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bibliotherapy, Elementary Secondary Education, Higher Education, *Program Effectiveness, Program Implementation, Psychotherapy, Reading Material Selection
Identifiers—ERIC Digests, Reading Uses
This digest deals with bibliotherapy, the practice of healing through books. The digest discusses whether bibliotherapy works, when it should be used, who should conduct it, and how it should be used. The digest concludes with five guidelines for conducting bibliotherapy. (RS)

ED 358 434 CS 011 332
Johns, Jerry And Others
Adult Literacy: Instructional Strategies. Focused Access to Selected Topics (FAST) Bibliography No. 70.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002011
Note—6p.; For an earlier FAST Bib on this topic, see ED 307 579.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *Adult Reading Programs, *Adults, Annotated Bibliographies, Computer Uses in Education, *Learning Strategies, *Teaching Methods, Whole Language Approach
Identifiers—Reading Uses
Adult literacy is an integral part of today's educational movement and will continue to be a focus as changing needs of society are addressed. This bibliography presents annotations of 40 journal articles and ERIC documents dealing with instructional strategies in adult literacy. Annotations in the bibliography date from the period 1989-1992 and are divided into three areas: Overview; Whole Language Approaches; and Computers and Technology. (RS)

ED 358 435 CS 011 333
Johns, Jerry Biggs, Karen
Adult Literacy: Overview, Programs and Research. Focused Access to Selected Topics (FAST) Bibliography No. 71.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002011
Note—6p.; For an earlier FAST Bib on this topic, see ED 307 578.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Adult Reading Programs, Adults, Annotated Bibliographies, *Literacy Education, Program Descriptions, Reading Research, Reading Skills, Writing Research
Identifiers—Educational Issues, Reading Uses
Noting that adult literacy involves adults who are readers and who are nonreaders, and that it is necessary to deal not only with problems of adult illiteracy, but also to encourage literate adults to read for work and pleasure, this bibliography presents annotations of 32 conference papers and journal articles published between 1989 and 1992 dealing with adult literacy. The Overview section outlines a variety of broad topics related to adult literacy. Sources in the Program section deal with various programs that facilitate the emergence and growth of aduit readers. The Research section includes current studies dealing with adult literacy. The final section deals with other issues related to adult readers and the literacy movement. (RS)

ED 358 443 CS 011 380
Behm, Mary Behm, Richard
Read! 101 Ideas To Help Your Children Learn To Read and Write. Bilingual Edition = Leamos! Prepare a sus hijos a leer y escribir: 101 Ideas. Texto Bilingue.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-36-5
Pub Date—93
Contract—RR93002011
Note—115p.; Co-published by EDINFO Press.
Available from—ERIC/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407 ($8.95, shipping/handling $3, plus $1 for each additional book; Indiana residents add 5% sales tax).
Language—Spanish; English
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Early Childhood Education, *Family Environment, *Learning Activities, *Parent Child Relationship, Parent Participation, *Parents as Teachers, *Reading Attitudes, Young Children
Identifiers—Family Literacy
Based on the idea that parents are the first and most important teachers of their children's literacy, this bilingual (Spanish/English) booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; around the home; at bedtime; on the road; out and about; when parents travel; watching television; and success in school. The booklet also includes a list of additional resources that will interest parents. (RS)

ED 358 487 CS 213 982
Estrin, Herman A.
Teaching Minority Students To Write Effectively. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-06
Pub Date—93
Contract—RR9300211
Note—3p.
Available from—ERIC Clearinghouse on Reading, England, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Differences, *Minority Groups, Postsecondary Education, Self Concept, Self Esteem, *Student Needs, *Writing Instruction, *Writing Processes, Writing Skills
Identifiers—ERIC Digests, *Writing Development
Noting that many beginning students in urban public colleges and technical schools are members of minority groups, this digest offers a six-step approach to teaching these students how to write effectively. Steps in the approach described in the digest are: (1) instruct students to consider the purpose of writing, write a central idea for the composition, and develop and use an outline; (2) help students select relevant topics using anthologies specific to their culture; (3) encourage students to write with effectiveness and success; (4) use class discussion of papers to improve writing techniques; (5) have students revise their papers; and (6) instill self-confidence and a knowledge of self-identity in students. The digest lists the effects of the approach on students and presents selections written by students. (RS)

ED 358 501 CS 508 274
Grusko, Robin Kramer, Judy
Becoming a Teacher: A Practical and Political School Survival Guide.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-37-3
Pub Date—93
Contract—RI88062001
Note—151p.; Co-published by EDINFO Press.
Available from—ERIC/EDINFO Press, P.O. Box 5247, Dept G46, Bloomington, IN 47407 ($14.95, shipping/handling $3 plus $1 for each additional book; Indiana residents add 5% sales tax).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Beginning Teachers, *Classroom Communication, Classroom Environment, Classroom Techniques, Middle Schools, Organizational Communication, Secondary Education, *Teacher Administrator Relationship, *Teacher Student Relationship, *Teaching (Occupation)
Identifiers—New Teachers, *School Culture
Describing the physical, social, psychological, and human context of middle and secondary schools, this book is designed to help new teachers negotiate the environment of the schools in which they find themselves. The book is intended for first-year or second-year teachers, education majors in their final year of preparation, "second career" teachers, and teachers returning to school after a professional hiatus. The six chapters of the book are organized according to a framework that emerged from the author/teachers' individual experiences, their dialogue with each other, and their conversations with other teachers: (1) "Beginnings" offers help to get a new teacher started with a new job in a new school; (2) "Spaces" employs an anthropological model of the school culture to help teachers get the lay of land of the physical and social surroundings; (3) "Rhythms" shows teachers how to adjust to the pace of life in the school; (4) "Systems" describes how the bureaucracy does and does not work; (5) "Kids" deals with students; and (6) "Rewards" comprises the best tips to keep the classroom alive, interesting and fun for teachers and students alike. (RS)

EA

ED 350 717 EA 024 426
Renchler, Ron
Financial Equity in the Schools. ERIC Digest, Number 76.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-9
Pub Date—Dec 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Court Litigation, *Educational Equity (Finance), *Educational Finance, *Educational Opportunities, Elementary Secondary Education, Equalization Aid, Expenditure per Student, Finance Reform, *School District Spending
Identifiers—ERIC Digests
Issues in school funding inequities are discussed in this Digest, which points out that funding inequity exists among inner-city, rural, and urban schools. The extent of the disparities that exist in per-pupil spending between wealthy and poor school districts within states is described. Reasons for funding inequities include the built-in inequity of school district financing and the inefficiency of the state equalizing formulas. A review of recent court rulings between 1968 and 1990 reveals that although the courts overturned many financing plans, clear guidelines for remedying the fiscal inequity have not been provided. A review of literature indicates that school expenditures per se are not generally related to improved student academic performance. However, the way in which educational funding is used affects student achievement. Future issues to be addressed are financial equity across states and among schools at the state level. (Contains 11 references.) (LMI)

ED 350 726 EA 024 443
Lumsden, Linda S.
Prospects in Principal Preparation. ERIC Digest, Number 77.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-10
Pub Date—Dec 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *Administrator Effectiveness, *Decision Making Skills, Educational Administration, Elementary Secondary Education, *Leadership Training, *Principals, Problem Solving
Identifiers—ERIC Digests
Prospects for making formal principal preparation programs more relevant to actual administrator experience are described in this Digest. First, some of the deficiencies of traditional preparation programs are outlined. Next, ways in which shared decision making and decentralization have affected principals' preservice training needs are described. Subsequent sections discuss the application of problem-based learning to educational administrator training programs, the need for strategic thinking skills, and the importance of collaboration among state agencies, school districts, professional associations, and other agencies for fundamental change. (Contains 7 references.) (LMI)

ED 350 727 EA 024 455
Gaustad, Joan
School Discipline. ERIC Digest, Number 78.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Problems, *Discipline, *Discipline Policy, Elementary Secondary Education, Sanctions, *School Policy
Ways in which schools can handle student discipline problems are described in this Digest, which asserts that effective strategies aim to encourage responsible behavior and provide all students with a satisfying school experience. The document outlines the school characteristics associated with discipline problems, examines ways to decrease disruptive and increase positive student behavior, discusses the role of administrative leadership, and describes ways to develop and implement a schoolwide discipline plan. (Contains 12 references.) (LMI)

ED 351 741 EA 023 593
Renchler, Ron
Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. Trends & Issues Paper.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-116-6
Pub Date—Feb 92
Contract—RI88062004
Note—26p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00; $3.00 postage and handling; quantity discounts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Administrator Role, *Educational Environment, Elementary Secondary Education, Learning Motivation, Organizational Climate, *Organizational Theories, *Student Motivation
This publication focuses on motivation at the school level and identifies ways in which administrators can improve student academic achievement. Chapter 1 discusses the influence of school culture on student motivation, based on recent research that suggests the importance of educational leaders in creating a motivating environment for improved student performance. Chapter 2 examines the relationships among student motivation, current educational practices, and school restructuring. Research indicates that many pedagogical practices effectively stifle most students' desire to learn. This calls for a radical change in teaching. The third chapter provides a brief overview of some current theories of motivation at the individual and organizational levels. The conclusion suggests that school leaders attempt a variety of strategies for increasing student motivation. Three approaches are identified: cultivating a conducive school culture; restructuring instructional practices; and understanding the variety of motivational factors. Specific administrative tactics are outlined. Four figures are included. (Contains 51 references.) (LMI)

ED 354 608 EA 024 666
Gaustad, Joan
Peer and Cross-Age Tutoring. ERIC Digest, Number 79.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-1
Pub Date—Mar 93
Contract—RI88062004
Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Age Teaching, Elementary Secondary Education, Instructional Effectiveness, *Peer Teaching, *Tutoring
Identifiers—ERIC Digests

One-to-one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. Peer tutoring involves two students of the same age. In cross-age tutoring, the tutor is older than the tutee. The Willamette High School Peer Tutoring Program in Eugene, Oregon; the Coca-Cola Valued Youth Program in San Antonio, Texas; and the Companion Reading Program (Salt Lake City, Utah) are examples of peer and cross-age tutoring programs. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allows them to review material and to improve thinking and communication skills. For a program to succeed, tutors should be trained and should understand the material tutees will be learning. Problems in cross-age tutoring can include tutees' resisting the program and conflicts with scheduling. (Contains nine references.) (JPT)

ED 355 651 EA 024 760
Gaustad, Joan
Substance Abuse Policy. FRIC Digest, Number 80.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-2
Pub Date—Apr 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alcohol Abuse, *Board of Education Policy, *Discipline Policy, Drug Abuse, Elementary Secondary Education, *Policy Formation, Student Rights, *Substance Abuse
Identifiers—ERIC Digests

Substance abuse affects American children across all geographic and economic boundaries and has been linked to poor academic performance, truancy, and dropping out. Schools lacking clear alcohol and drug policies are more likely to experience problems with substance abuse. A districtwide substance abuse policy makes a public statement that educators are aware of and have a consistent approach to the problem. A policy should begin with a philosophical statement outlining the district's position on substance abuse. The discipline code should clearly specify what constitutes a drug offense. These measures should be accompanied by intervention and prevention policies. Developing these policies should involve all stakeholders in the educational community, including students, educators, parents, law enforcement personnel and citizens. Once a substance abuse policy is created, communication and revision of the policy should be ongoing. In implementing a substance abuse policy, schools should balance their obligation to provide a safe school environment with students' privacy and right to due process. (JPT)

ED 356 553 EA 024 814
Markham, Kelly
Standards for Student Performance. ERIC Digest, Number 81.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-3
Pub Date—May 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Standards, *Competency Based Education, Educational Change, Educational Improvement, Elementary Secondary Education, *Performance, School Community Relationship, Social Values, *Student Evaluation
Identifiers—ERIC Digests, *National Standards

Many educators believe that if the United States is serious about reforming the nation's educational system, schools must implement high standards for student achievement that stress performance. While there is some disagreement over what form standards should take, there is consensus that expectations for achievement should cut across subject areas and support active learning and critical thinking. The development of standards should be a communal process involving many voices, with their implementation tailored to local reform efforts. Adopting standards ensures that poor students are given the same educational opportunities as their more affluent counterparts. (Contains 13 references.) (MLF)

ED 356 564 EA 024 829
Frazier, Linda M.
Deteriorating School Facilities and Student Learning. ERIC Digest, Number 82.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-4
Pub Date—May 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Environment, *Educational Facilities, Elementary Secondary Education, *Facility Improvement, *Federal Aid, Federal State Relationship, *Learning Processes, Public Schools, Public Support
Identifiers—ERIC Digests

Many facilities in American public schools are in disrepair, a situation negatively affecting the morale, health, and learning of students and teachers. Many schools postpone repairs during tight financial times to pay for academic programs. Some school officials and communities are pursuing innovative, grassroots solutions to maintaining school facilities. While education is the state's responsibility, local school districts are charged with raising funds for school maintenance. Limited research shows that children's ability to learn is affected by the school environment. Billions of dollars are needed to refurbish schools and construct new facilities, requiring strong federal support. Until more state and federal support is available, schools should utilize local resources. Schools can also appeal to communities to support bond measures for facility maintenance and refurbishing. (JPT)

ED 357 428 EA 024 825
Lumsden, Linda
Taking Stock of School Restructuring.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI88062004
Note—5p.
Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50; quantity discounts).
Journal Cit—Research Roundup; v9 n3 Spr 1993
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acceleration (Education), *Administrator Role, Elementary Secondary Education, Leadership Responsibility, Outcomes of Education, *Participative Decision Making, Program Evaluation, *Program Implementation, *School Restructuring, *Teacher Role, *Theory Practice Relationship
Identifiers—Empowerment

Now that there are enough school-restructuring experiments to evaluate, one can examine what has been learned about transforming the restructuring concept into reality. Although principals recognize that restructuring will reshape their leadership role, studies show these administrators are pivotal to school-improvement efforts. Fred Newmann differentiates restructuring proposals according to four areas (student experiences, teachers' professional life, school management and leadership, and coordination of community resources) and presents six outcomes (authentic achievement, equity, empowerment, communities of learning, reflective dialogue, and accountability) for evaluating new structures. David Conley brings together findings from research, practice, policy analyses, and reformers' works. His book examines restructuring's rationale and context, changing role and responsibilities, dimensions, and process. Mark Berends' study of 214 schools discusses which of four general schooling categories were most frequently restructured, examines specific criteria met in each category, and speculates about why few of these schools were comprehensively restructured. Valerie Lee and Julia Smith focus on restructuring effects on middle-school students' achievement, engagement with academic work, and at-risk behaviors. Betty Davidson reports on how teachers' roles were affected in four schools that exchanged a top-down structure for a participatory, bottom-up Accelerated Schools model. (MLH)

ED 357 433 EA 024 839
Renchler, Ron
Poverty and Learning. ERIC Digest, Number 83.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-5
Pub Date—May 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disadvantaged Schools, *Disadvantaged Youth, *Economically Disadvantaged, Elementary Education, *Finance Reform, *Poverty, *Preschool Children, *Preschool Education, Public Schools, Socioeconomic Status, Student Development
Identifiers—ERIC Digests, *Project Head Start

Many programs have tried to offset the problems with which many children of low socioeconomic status (SES) enter public schools. Some of these programs have attempted to better prepare preschool children for school, while others have tried to help children already struggling in school. The United States has one of the highest child-poverty rates among Western nations. The economic losses experienced because of this problem are great. And although the expense of helping low-SES children is high, the cost of not helping them is higher. Head Start and other state programs have made some progress in improving the preparedness of children for public school. However, schools in low-income areas rarely have enough money to meet students' needs. Since many low-SES children are often clustered in underfunded schools, some policymakers support financial restructuring to assist schools in helping disadvantaged children overcome these obstacles. (JPT)

ED 357 434 EA 024 840
Todras, Ellen
The Changing Role of School Boards. ERIC Digest, Number 84.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-6
Pub Date—May 93
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787

Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, *Board of Education Role, *Boards of Education, *Educational Change, Elementary Secondary Education, *Government School Relationship, Public Schools, School Based Management
Identifiers—ERIC Digests

School governance has recently come under scrutiny as one of the many areas of public education being examined in the educational reform movement. School boards are being criticized by state governments, educational experts, and the public. Crisis situations have developed in many educational systems nationwide, particularly in urban areas. In addition to poor relationships between school boards and superintendents, many school boards have become bogged down in micromanagement. Attempts to solve these problems have included school-based management, contracted school management, and charter schools. Two major reports, one by the Institute for Educational Leadership and the other by the Twentieth Century Fund, suggest changing school boards into educational boards, forming Children and Youth Coordinating Boards, encouraging better relationships with local government, and improving the public image of and involvement in school boards. However, some school boards see these reform efforts as attempts to erode their power and place on them undeserved blame. (JPT)

ED 358 581 EA 025 222
Gronlund, Laurie E.
Understanding the National Goals. ERIC Digest.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-AE-93-1
Pub Date—93
Contract—RR92024001
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Drug Education, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Federal Government, Literacy, *Outcomes of Education, Performance, School Readiness, School Safety
Identifiers—ERIC Digests, *National Education Goals 1990

The "National Education Goals Report: Building A Nation of Learners, 1993" provides the most current information on where U.S. schools stand in regard to achieving the National Education Goals. Some of the key findings of the report are summarized in this digest. The six goals pertain to school readiness; high school completion; student achievement and citizenship; science and mathematics; adult literacy and lifelong learning; and safe, disciplined, and drug-free schools. Positive findings indicate a slight decline in student victimization and use of alcohol and other drugs among 12th-graders and an increase in mathematics and science achievement. However, the report shows a stagnation or decline in other areas, such as the high school completion rate and adult literacy. In addition, significant achievement gaps and differences in student, parental, and worker attitudes exist between the U.S. and other industrialized nations. Overall, the report shows how far the U.S. has come in reaching its educational goals. This awareness can provide the motivation to change. (LMI)

ED 359 593 EA 024 472
Conley, David T.
Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-120-4
Pub Date—93
Contract—RI88062004
Note—445p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 ($19.95 prepaid; $3 postage and handling on billed orders sent library rate).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Collegiality, Curriculum, Educational Change, Educational Environment, Educational Technology, Elementary Secondary Education, Equal Education, Governance, Guidelines, *Multicultural Education, Outcomes of Education, *Program Implementation, Role Perception, School Community Relationship, *School Personnel, *School Restructuring, School Schedules
Identifiers—*Caring, *Educational Restructuring, Teacher Leadership

Designed as a guide for practitioners, this book draws on over 600 sources to discuss school restructuring definitions, trends, and issues; achievements of a few select schools; and implementation techniques and strategies. Two overarching, indirectly stated issues pervading the reconceptualization of schooling are multiculturalism and a caring school staff. The book is organized into four parts. Part 1, Rationale and Context, presents a historical context for restructuring and a summary of the current motivations for, and implications of, educational restructuring. Part 2, Changing Roles and Responsibilities, examines the evolution of new roles for essentially all the groups that participate in public education. Part 3, Dimensions of Restructuring, explores the concepts of incremental and discontinuous change and extensively discusses current school restructuring activities along 12 dimensions: learner outcomes, curriculum, instruction, assessment, learning environment, technology, school-community relations, time schedules, governance, teacher leadership, personnel definitions and roles, and working relationships. Part 4, Process of Restructuring, captures the lessons being learned about the restructuring process and presents examples of strategies and techniques. (Contains over 600 references.) (MLH)

EC

ED 349 774 EC 301 520
Visual Impairments. ERIC Digest #E511.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-1
Pub Date—Aug 92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blindness, Child Development, Cognitive Development, Definitions, *Educational Needs, Elementary Secondary Education, Individual Characteristics, *Partial Vision, Social Development, *Student Characteristics, *Visual Impairments
Identifiers—ERIC Digests

This digest provides basic information and resources on visual impairments. Legal and educational definitions are given for "legally blind," "partially sighted," "visually handicapped," "blind," and "low vision". Typical characteristics of individuals with visual impairments in the areas of cognitive and social development are noted. Educational implications are identified, including mainstreaming, special services needed, and effects of additional disabilities. Fourteen organizational resources are listed and a bibliography of six items is provided. (DB)

ED 350 799 EC 301 612
Kallas, Anmarie, Ed.
Research in Special Education: Directory of Current Projects. 1992 Edition.
Council for Exceptional Children, Reston, Va., ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. ERIC/OSEP Special Project.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-232-X
Pub Date—92
Note—137p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. R641, $18.00, members $12.60).
Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavior Disorders, Computer Software, Cultural Differences, Delivery Systems, *Disabilities, Early Intervention, *Educational Research, Educational Technology, Elementary Secondary Education, Emotional Disturbances, Family Programs, *Federal Programs, Handicap Identification, Instructional Effectiveness, Postsecondary Education, Preschool Education, *Program Descriptions, Severe Disabilities, *Special Education, Student Evaluation, Teacher Education, Teacher Supply and Demand, Teaching Methods

This 1992 edition provides basic information on all research projects funded by the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education, through December 1991. Abstracts of 198 projects are separated into 10 sections according to the primary focus of the study. The 10 sections include: "Assessment and Evaluation"; "Cultural Differences"; "Infants, Young Children, and Families"; "Instructional Effectiveness, Models, and Learning"; "Policy and Service Delivery Issues"; "Secondary Education and Postsecondary Outcomes"; "Serious Emotional Disturbance and Behavioral Disorders"; "Severe Disabilities"; "Teacher Training, Retention, and Supply and Demand"; and "Technology and Software." The entry for each research project provides such information as principal investigator name and address, grant number, beginning and ending date, purpose, method, and anticipated products. Indexes are provided for access to the abstracts by principal investigator, institution, and subject. (JDD)

ED 351 835 EC 301 662
Smarte, Lynn McLane, Kathleen
How To Find Answers to Your Special Education Questions.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-231-1
Pub Date—92
Contract—RI88062007
Note—70p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. R637, $10).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bibliographic Databases, *Disabilities, Elementary Secondary Education, *Gifted, Higher Education, *Information Retrieval, Preschool Education, Search Strategies, *Special Education
Identifiers—*ERIC, *Exceptional Child Education Resources

This booklet is designed to explain how the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases can be used to find information about the education of children and youth who have disabilities or who are gifted. Chapters cover the following topics: what ERIC is, where ERIC can be found, how to use ERIC via manual and computer searching, how to search special education topics in ERIC, where to get copies of materials identified in an ERIC search, how to search the ECER database, functions of the ERIC clearinghouses, and how to contribute to the ERIC database. Appendixes provide an ERIC search worksheet, ERIC descriptors for disabilities and giftedness, ERIC publication types, a list of organizations in the disabilities and gifted field, a list of special education related databases, order forms, a list of ERIC clearinghouses, a list of special education journals, a list of online vendors, a list of 13 print resources, sample resumes of typical ERIC documents, and guidelines for accessing ERIC through computer networks. (JDD)

ED 352 747 EC 301 613
Providing an Appropriate Education to Children with Attention Deficit Disorder. ERIC Digest #E512.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-2
Pub Date—92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attention Deficit Disorders, Educational Diagnosis, Educational Legislation, Elementary Secondary Education, *Eligibility, *Federal Legislation, Handicap Identification, Incidence, *School Responsibility, Student Rights, Symptoms (Individual Disorders)
Identifiers—ERIC Digests, Individuals with Disabilities Education Act, Rehabilitation Act 1973 (Section 504)
This fact sheet notes the incidence of attention deficit disorder (ADD), factors involved in the disorder, and diagnostic methods. It discusses school responsibilities in providing appropriate educational services to students with ADD, emphasizing that the responsibility for meeting the educational needs of children with ADD rests with the entire educational system. It also describes the coverage for children with ADD under two Federal laws: the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, noting when eligibility for special education should be approached through each of the laws. (JDD)

ED 352 774 EC 301 704
Parke, Beverly N.
Challenging Gifted Students in the Regular Classroom. ERIC Digest #E513.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-3
Pub Date—Dec 92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, *Educational Needs, *Educational Practices, Elementary Secondary Education, Individualized Programs, Instructional Development, *Mainstreaming, Program Development, *Student Characteristics, Student Development, *Talent, Teacher Role, Teaching Methods
Identifiers—ERIC Digests
This digest, in question and answer format, summarizes what is known about effective ways to provide fully educational services for gifted students in the regular classroom. The following questions are addressed: What are the steps to full service? (educators need to plan environments in which all students can fully develop their abilities and interests); What are the characteristics of students who are gifted and talented? (such students differ in the pace of learning, depth of understanding, and interests); What is the role of the regular classroom teacher? (teachers should be facilitators with skills in both subject areas and learning management); What program options are needed to meet the needs of these students? (a multiple programming approach is needed); What instructional provisions must be made? (student characteristics should guide development of instructional accommodations). A 14-item list of references and suggestions for further reading are included. (DB)

ED 352 775 EC 301 705
VanTassel-Baska, Joyce
Developing Learner Outcomes for Gifted Students. ERIC Digest #E514.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-4
Pub Date—92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, Evaluation Methods, *Gifted, *Goal Orientation, *Outcomes of Education, Student Development, *Student Educational Objectives, Student Evaluation, Teacher Role, Time Factors (Learning)
Identifiers—ERIC Digests
This digest summarizes what is known about developing desired educational outcomes and anticipated time frames in specialized programs for students who are gifted. Learner outcomes are defined and characteristics of appropriate ones outlined. Next, the importance of identifying specific learner goals and outcome indicators is explained with emphasis on their value for both the learner and teacher. Learner outcomes for gifted students are then differentiated from more generic outcomes developed for all learners. The importance of developing assessment procedures consistent with the learner outcomes is stressed. The teacher's role in regard to learner outcomes is explained in the context of the curriculum alignment process and alignment with standard state learner outcomes. Finally, 13 specific suggestions for creating more appropriate learner outcomes for gifted students are offered. Six suggestions for further reading are listed. (DB)

ED 352 776 EC 301 706
Silverman, Linda Kreger
How Parents Can Support Gifted Children. ERIC Digest #E515.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-5
Pub Date—Dec 92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, *Child Rearing, *Definitions, Elementary Secondary Education, *Gifted, Parent Child Relationship, Preschool Education, *Student Placement
Identifiers—*Early Identification, ERIC Digests
This digest offers guidelines to parents of gifted children which emphasize respecting the child's individuality while providing necessary support. A new definition of giftedness is cited which stresses the asynchronous development of such children's cognitive skills and the resultant qualitatively different inner experience. Early signs of giftedness are listed and the advantages of early identification noted. Suggestions are offered for responsive parenting which provides a wide variety of stimulation while following the child's lead. Discussion then looks at first, the role of family relationships in the child's development and issues concerning school placement including early entrance, other forms of acceleration, and the value of mixed age groups. Finally, the role of parents in advocacy is noted. Three references and two organizational resources are listed. (DB)

ED 352 779 EC 301 709
Lokerson, Jean
Learning Disabilities. ERIC Digest #E516.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-6
Pub Date—92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, Delivery Systems, Educational Methods, *Educational Needs, Education Work Relationship, Elementary Secondary Education, *Handicap Identification, *Learning Disabilities, Special Needs Students, *Student Characteristics, Transitional Programs
Identifiers—ERIC Digests
This digest presents summary information on the characteristics and needs of children with learning disabilities (LD). The federal definition of learning disabilities is given and the existences of differences at the state level noted. Next viewpoints on various issues are briefly considered including the special educational needs of students with LD characteristics and low average intelligence, high intelligence, or from different linguistic, cultural, social, or economic backgrounds. The last section considers principles of education for this population including provision of a continuum of program models, transition to the world of work and adulthood, and the need for individualized instructional strategies. Addresses for six organizational resources are also provided. (DB)

ED 352 780 EC 301 710
Lokerson, Jean
Learning Disabilities: Glossary of Some Important Terms. ERIC Digest #E517.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-7
Pub Date—92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Elementary Secondary Education, *Learning Disabilities
Identifiers—ERIC Digests
This digest presents definitions of 30 important terms in the field of learning disabilities. They are: accommodations, assistive technology, attention deficit disorder, brain imaging techniques, brain injury, collaboration, developmental aphasia, direct instruction, dyscalculia, dysgraphia, dyslexia, dysnomia, dyspraxia, learned helplessness, learning modalities, learning strategy approaches, learning styles, locus of control, metacognitive learning, minimal brain dysfunction, multisensory learning, neuropsychological examination, perceptual handicap, prereferral process, resource program, self-advocacy, specific language disability, specific learning disability, subtype research, and transition. (DB)

ED 357 552 EC 302 095
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Legal Foundations, Number 1.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. ERIC/OSEP Special Project.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—92
Contract—RI88062007
Note—9p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Legal/Legisla-

tive/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accessibility (for Disabled), Adult Education, *Civil Rights Legislation, *Disabilities, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Government Role, *Handicap Discrimination, Postsecondary Education, Preschool Education, Prevention, Public Policy, Resources, Special Education
Identifiers—*Americans with Disabilities Act 1990, *Rehabilitation Act 1973 (Section 504)
This paper describes the content of two major laws affecting special education, identifies the agencies charged with their implementation, and provides a list of resources that address specific questions about these laws and their application in special education. The first law, Section 504 of the Rehabilitation Act of 1973, prohibits discrimination against persons with disabilities in any program or activity that receives financial assistance from the U.S. government. It guarantees an appropriate special education as well as accessibility to regular education programs and applies to all persons with disabilities regardless of age. The second law, the Americans with Disabilities Act of 1990, extends protection from discrimination to private sector and state and local government activities. It has four titles dealing with employment, public services, public accommodations, and telecommunications. Two lists conclude the paper: one provides information on 16 organizational resources, and the other provides addresses for the 10 regional offices of the U.S. Office for Civil Rights. (JDD)

ED 357 553 EC 302 096
The Individuals with Disabilities Education Act (IDEA). Legal Foundations, Number 2.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. ERIC/OSEP Special Project.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—92
Contract—RI88062007
Note—7p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Federal Programs, Individualized Education Programs, Preschool Education, Special Education
Identifiers—Individualized Family Services Plans, *Individuals with Disabilities Education Act
This paper describes highlights of the Individuals with Disabilities Education Act (IDEA) that have a high impact on the delivery of special education services. IDEA's eight parts are outlined, and then two parts are discussed in more detail: (1) Part B, which authorizes federal grants to states to help underwrite the costs of educating children with disabilities and sets out the conditions states must meet to qualify for these grants; and (2) Part H, which provides grants to states for children from birth to 2 years of age who have developmental delays, have conditions that typically result in delay, or are at risk of substantial developmental delay. Components of an Individualized Education Program, an Individualized Family Services Plan, and a Transition Services Plan are listed. Nine print or organizational resources are also listed. (JDD)

ED 358 673 EC 302 267
Webb, James T. Latimer, Diane
ADHD and Children Who Are Gifted. ERIC Digest #522.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-5
Pub Date—Jul 93
Contract—RR93002005
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attention Deficit Disorders, Attention Span, *Behavior Problems, *Gifted, Gifted Disabled, *Hyperactivity, *Student Characteristics, Student Evaluation, Symptoms (Individual Disorders), Talent
Identifiers—ERIC Digests
This fact sheet summarizes information on children who have an attention deficit disorder with hyperactivity (ADHD), are gifted, or are both ADHD and gifted. Fourteen diagnostic criteria for ADHD from the Diagnostic and Statistical Manual of Mental Disorders III are listed. A comparison of behaviors associated with ADHD and with giftedness is offered, noting the many similarities. Parents and teachers are urged to consider the situation and setting of problematic behaviors, noting that children with ADHD typically exhibit problem behaviors in all settings (both at home and at school) whereas gifted children are most likely to exhibit such behaviors in situations where they are bored or waiting for other students. Other differences noted include a long attention span (when interested) by gifted students and a greater variability in task performance by children with ADHD. Careful evaluation is urged for students who may be both gifted/talented and ADHD. (DB)

ED 358 674 EC 302 293
Behavioral Disorders: Focus on Change. ERIC Digest #518.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-1
Pub Date—Jun 93
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, *Behavior Change, *Behavior Disorders, Behavior Problems, *Educational Principles, Elementary Secondary Education, Interpersonal Competence, *Intervention, Student Development, Student Responsibility
Identifiers—ERIC Digests
This digest summarizes the literature on principles of changing behaviors in students with behavior disorders. Principles include: (1) focus on behaviors that need to be changed; (2) identify new behaviors to be developed; (3) provide opportunities to practice new behaviors; (4) treat social skills deficits as errors in learning; (5) teach students to take responsibility for their own learning; and (6) focus on functional skills that will have broad applications. (Contains 10 references or other resources.) (DB)

ED 358 675 EC 302 294
Salisbury, Christine L. Smith, Barbara J.
Effective Practices for Preparing Young Children with Disabilities for School. ERIC Digest #E519.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-2
Pub Date—Jun 93
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, *Disabilities, *Early Childhood Education, *Early Intervention, *Educational Practices, *Educational Principles, Individualized Programs, Instructional Effectiveness, Interdisciplinary Approach, Mainstreaming, Program Effectiveness, School Readiness
This brief paper summarizes research findings concerning the identification and implementation of effective practices in early childhood intervention for children with disabilities. First, research documenting the effectiveness of early childhood intervention is noted and the importance of developing individualized programs within integrated early childhood settings is stressed. Next, five general principles to guide the selection of effective practices are offered. These include: (1) services in the least restrictive and most natural environment; (2) services which are family-centered; (3) transdisciplinary service delivery; (4) inclusion of both empirically driven and value-driven practices; and (5) inclusion of both developmentally and individually appropriate practices. (Contains 15 references.) (DB)

ED 358 676 EC 302 375
Harris, Carole Ruth
Identifying and Serving Recent Immigrant Children Who Are Gifted. ERIC Digest #E520.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-3
Pub Date—Jun 93
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22901-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, Attitudes, *Cultural Differences, Cultural Influences, *Educational Methods, Elementary Secondary Education, Ethnic Groups, *Gifted, *Immigrants, *Limited English Speaking, Minority Groups, Peer Relationship, Social Integration, Student Educational Objectives, Student Placement
Identifiers—ERIC Digests
This information sheet summarizes challenges and strategies for identifying and serving gifted children who are recent immigrants. Both challenges and strategies are identified for linguistic, cultural, economic, attitudinal, sociocultural, peer, cross-cultural, intergenerational, and school system aspects. A total of 28 strategies are offered, including: provide enrichment activities to students perceived as "not ready" for gifted programs; explain the concept of gifted programs to parents in their native language; consider aspirations of the immigrant group as well as parents' occupation and education; provide opportunities for a peer support counseling group; use various approaches to model conflict resolution; increase motivation for children to identify themselves as candidates for gifted programs; use nonverbal expressive arts to involve the family; and assess from the perspective of individual learning styles. (Includes 16 references.) (DB)

ED 358 677 EC 302 376
Including Students with Disabilities in General Education Classrooms. ERIC Digest #E521.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-4
Pub Date—Jul 93
Contract—RI88062007
Note—3p.; For a related minibibliography, see EC 302 377.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, Va. 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitudes, Beliefs, Cooperation, *Disabilities, *Educational Methods, Elementary Secondary Education, Federal Legislation, *Mainstreaming, Regular and Special Education Relationship, Services, Social Integration, Teaching Methods, Teamwork
Identifiers—ERIC Digests, Individuals with Disabilities Education Act, Teacher Collaboration
This information sheet summarizes requirements of the Individuals with Disabilities Education Act regarding inclusion of students with disabilities in general education classrooms and lists activities and support systems that have been found successful in fostering such inclusion. Suggestions are given in the areas of attitudes and beliefs, services and physical accommodations, school support, collaboration,

and instructional methods. A sample scenario illustrates collaborative teaching by a regular and a special education teacher in a third grade classroom. (Contains 9 references.) (DB)

ED 358 678 EC 302 377
Including Students with Disabilities: Minibibliography. ERIC Minibib #E521.1.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 93
Contract—RI88062007
Note—3p.; For a related digest, see EC 302 376.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, Va. 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Educational Methods, Elementary Secondary Education, *Mainstreaming, *Social Integration
This annotated bibliography lists 18 publications to help educators more effectively include students with disabilities in mainstream programs. The publications, including books, journal articles, videotapes, and reports, are dated from 1987 through 1993, and most are available through the ERIC (Educational Resources Information Center) system or from the Council for Exceptional Children. (DB)

FL

ED 350 880 FL 020 841
Guntermann, Gail
Developing Tomorrow's Teachers of World Languages. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-05
Pub Date—Nov 92
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Educational Change, Educational Environment, Futures (of Society), *Language Teachers, *Second Language Instruction, *Teacher Education, Teacher Qualifications
Identifiers—ERIC Digests
In order for educational reform to be effective and lasting, teacher education must undergo a transformation, from preservice training to lifelong professional development. Tomorrow's teaching environment will bring new challenges and possibilities, as schools undergo curricular, structural, and cultural changes in order to meet the needs of an increasingly multicultural, multilevel student body in a constantly changing world. Foreign languages should no longer be seen as alien, but as a key force in the new order, and a deeper understanding of world cultures and the dynamics of intercultural communication must take their place in the language teacher's education. Demands for reformation of education come from many quarters. Some changes will occur automatically, as a result of shifting demographics, mainstreaming, and technological, and social developments. In addition, the language teacher's knowledge base can be expected to shift continually, as information expands in disciplines as varied as language acquisition theory and research, learning styles and strategies, intercultural communication, and research on instruction. New teachers entering the field of foreign language education in the next decades will have an unprecedented opportunity to influence the future. Some of the issues addressed are: What should be the language teacher's knowledge base? Who will the teachers be? How will teacher expertise be measured? and Who will be charged with accomplishing the changes, and how can it be done? (Contains 18 references.) (VWL)

ED 350 881 FL 020 842
Roca, Ana
Spanish for U.S. Hispanic Bilinguals in Higher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-06
Pub Date—Nov 92
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingualism, Classroom Techniques, *College Instruction, Higher Education, *Hispanic Americans, *Native Language Instruction, Native Speakers, Program Implementation, *Spanish, Student Motivation, Textbooks
Identifiers—ERIC Digests
This Digest focuses on the teaching of Spanish to U.S. Hispanic bilinguals at the university level. Traditionally, Spanish has been taught as a second or foreign language in the United States, and little attention has been given to developing and coordinating well designed and carefully articulated programs for Hispanic bilingual students of different ethnic backgrounds. The digest looks specifically at student motivation for studying Spanish for native speakers; considerations for implementing instruction in Spanish for native speakers; suggested college-level textbooks; useful ideas for teaching Spanish to native speakers; and existing Spanish for native speakers programs. (VWL)

ED 350 882 FL 020 885
What Is Linguistics? ERIC Digest. [Revised].
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-08
Pub Date—Dec 92
Contract—RI88062010
Note—4p.; For an earlier version, see ED 278 255.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Applied Linguistics, Language Acquisition, Language Attitudes, Language Patterns, Language Planning, *Language Research, Language Variation, *Linguistics, *Linguistic Theory, *Psycholinguistics, *Sociolinguistics
Identifiers—ERIC Digests
Linguistics is the study of language, as contrasted with knowledge of a specific language. Formal linguistics is the study of the structures and processes of language, or how it works and is organized. Different approaches to formal linguistics include traditional or prescriptive, structural, and generative or transformational perspectives. Formal linguistics includes five principal areas of study: phonetics; phonology; morphology; syntax; and semantics. Sociolinguistics is the study of language as a social and cultural phenomenon. Its major areas of study are: language variation; language and social interaction (with pragmatics, discourse analysis, ethnography of communication as subfields); language attitudes; and language planning. Psycholinguistics is the study of the relationship between linguistic and psychological behavior. Psycholinguists study first and second language acquisition and how humans store and retrieve linguistic information, referred to as verbal processing. In applied linguistics, the findings of theoretical linguistic study are applied to the solution of practical language problems and issues in everyday language use. (MSE)

ED 350 883 FL 020 886
Willetts, Karen
Technology and Second Language Learning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-07
Pub Date—Dec 92
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Computer Assisted Instruction, *Computer Networks, Cultural Education, *Educational Technology, *Interactive Video, Language Laboratories, Language Skills, Language Tests, Online Systems, Second Language Instruction, *Second Language Learning, Skill Development, Testing
Identifiers—ERIC Digests
Increasingly, technology is incorporated into second language teaching and learning both in and out of classroom situations. The computer alone has many capabilities for enhancing language learning, but when combined with other technologies, the possibilities multiply for information retrieval, interactive audio- and video-assisted learning, use of local area networks, use of long distance computer networks, and exploitation of satellite broadcasts. Some technologies lend themselves better to acquisition of certain language skills than others. Computers and computer networks are ideal for fostering reading and writing skills in the target language. Addition of audio capabilities to personal computers makes them miniature multimedia units for teaching and testing active listening skills. The visual component, when added to oral/aural components, is useful for developing listening skills and creating cultural awareness. Interactive video enhances development and practice of all language skills. Once the specific technology and skill(s) to be developed have been matched, the appropriate courseware and activity type must be selected or prepared. Different techniques are useful for developing speaking, listening, reading, and writing skills and cultural awareness, and also for testing. Their effectiveness depends on appropriate use by informed educators. (MSE)

ED 350 884 FL 020 892
Lewelling, Vickie W.
English Plus. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-09
Pub Date—Dec 92
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *Bilingualism, Civil Liberties, Constitutional Law, Cultural Differences, English (Second Language), Federal Legislation, Language Planning, *Language Role, *Official Languages, *Public Policy, *Second Languages
Identifiers—English Only Movement, *English Plus Movement, ERIC Digests
Recent efforts to make English the only official language of the United States have spurred an "English Plus" language advocacy movement, based on the belief that all U.S. residents should have the opportunity to become proficient in English and one or more other languages. For non-native English speakers, this means opportunity to acquire proficiency in English and maintain proficiency in their native language(s). Proponents view cultural diversity as a strength. The "Official English" movement seeks to make English the official language of the U.S. by passing a constitutional amendment, repealing bilingual voting requirements, reducing funding for bilingual education, enforcing English language and civics requirements for naturalization, and expanding English language learning opportunities. The movement is spearheaded by two groups, "English First" and "U.S. English." The Official English movement has gained considerable attention but little success at the federal level. However, 16 states have constitutional amendments or statutes making English the official language. The English Plus movement has provided a means for advancing policies supporting linguistic pluralism on state and local levels, and it has received endorsement in counties and municipalities around the country. (MSE)

ED 350 885 FL 020 893
Myths and Misconceptions about Second Language Learning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-10
Pub Date—Dec 92
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Child Language, *Cognitive Ability, Elementary Secondary Education, *Language Attitudes, *Learning Processes, Learning Strategies, *Second Language Learning, *Second Languages, Speech Skills, *Teacher Expectations of Students
Identifiers—ERIC Digests
Research on second language learning has shown that several myths about how children learn languages exist. Among these mistaken ideas are that: (1) children learn second languages quickly and easily; (2) the younger the child, the more skilled he will become in acquiring a second language; (3) the more time students spend in a second language context, the more quickly they learn the language; (4) children have acquired a second language once they can speak it; and (5) all children learn a second language in the same way. Teachers need to be aware of these misconceptions and realize that quick and easy solutions are not appropriate for complex problems. Intuitive assumptions are often mistaken, and children can be harmed if teachers have unrealistic expectations of the second language learning process and its relationship to the acquisition of other academic skills and knowledge. Second language learning by school-age children takes longer, is harder, and involves more effort than many teachers understand. Educators should focus on the opportunity for language learning and cultural understanding that cultural diversity provides. Diverse children enrich our schools and our understanding of education in general. (MSE)

ED 350 886 FL 800 557
Cumming, Alister
Access to Literacy for Language Minority Adults. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-02
Pub Date—Jun 92
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, English (Second Language), *Females, *Immigrants, *Literacy Education, *Minority Groups, Program Descriptions
Identifiers—ERIC Digests, *North America
This Digest describes factors that may restrict access to adult literacy education in North America and discusses several potential solutions to these problems from programs that have aimed to provide adult literacy instruction to specific minority groups. Although the barriers and potential solutions apply to all minority groups, two populations often considered "at risk"–immigrant women and involuntary minorities–are given particular attention. (Contains 18 references.) (ERIC Adjunct Clearinghouse on Literacy Education) (VWL)

ED 350 887 FL 800 558
Taylor, Marcia
The Language Experience Approach and Adult Learners. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-01
Pub Date—Jun 92
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, *English (Second Language), *Language Experience Approach, *Literacy, Oral Language, Second Language Instruction, *Teaching Methods
Identifiers—ERIC Digests
This Digest focuses on using the language experience approach for teaching adult English-as-a-Second-Language (ESL) learners. The language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings with homogeneous or heterogenous groups of learners. Specific sections of the digest look at the following: (1) features of the language experience approach; (2) LEA with ESL learners; and (3) two variations of LEA (personal experience and group experience). It is conclude that although the LEA was developed primarily as a tool for reading development, this technique can be used successfully to develop listening, speaking, and writing as well. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 352 847 FL 020 900
Fradd, Sandra H.
Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs. ERIC Digest.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-10
Pub Date—Dec 92
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, Change Strategies, *Cooperative Planning, Educational Needs, Family School Relationship, *Limited English Speaking, Outreach Programs, Parent Teacher Cooperation, *Shared Resources and Services, *Special Needs Students
Identifiers—*Diversity (Student), ERIC Digests
The development of collaboration at the school level to meet the needs of students with limited English proficiency and other special needs is discussed in this digest. The following topics are covered: barriers to collaboration (e.g., funding, turf issues); changing perceptions of collaboration; ways to promote collaboration, especially the need for administrative support; collaboration among teachers (e.g., initiating formal collaboration across disciplines, the special expertise of bilingual, English-as-a-Second-Language, and special education teachers); cooperative planning (e.g., establishing meeting times and rapport, targeting students, determining discrepancies between student skills and teacher expectations); and collaboration with parents (e.g., the use of cultural events and activities, trained interpreters and translators, handbooks and written forms in the languages of the families represented in the school). It is concluded that in an era of decreasing resources and rapidly increasing student diversity, collaboration is an essential strategy for enhancing resource utilization and program cost effectiveness. Collaboration can also provide the means to meet the educational needs of many students in mainstream and special education settings. (Contains 13 references.) (LB)

ED 353 848 FL 021 014
Conru, Paula And Others
Speaking of Language: An International Guide to Language Service Organizations.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-93-7354-80-5
Pub Date—93
Contract—RI88062010
Note—199p.
Available from—Delta Systems Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030 ($15.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Applied Linguistics, *English (Second Language), Foreign Countries, Instructional Materials, Resource Materials, *Second Language Instruction, *Second Language Learning, *Second Languages, Services, Uncommonly Taught Languages
This directory offers detailed information on 128 language service organizations and includes addresses and less specific information on over 100 additional organizations. Teachers, students, and others interested in languages and cultures will find the directory to be an invaluable guide to resources and services related to language study and teaching. The directory is divided into the following sections: individual listings of language service organizations; a list of applied linguistics organizations affiliated with the Association Internationale de Linguistique Appliquee (AILA); information on English as a Foreign Language teaching opportunities abroad; a list of Multifunctional Resource Centers; a list of National Resource Centers for foreign language and area studies; resources and materials; and a language and subject index. (VWL)

ED 353 849 FL 021 017
Curtain, Helena
An Early Start: A Resource Book for Elementary School Foreign Language.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI88062010
Note—109p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037 ($10.50).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Curriculum Design, Educational Policy, Elementary Education, *FLES, Immersion Programs, Language Research, Models, *Program Descriptions, *Program Development, *Program Implementation, *Second Language Learning, Second Language Programs, State Programs, Statewide Planning, *Teacher Education
Identifiers—Georgia, North Carolina
This resource book addresses many of the factors involved in establishing and maintaining an elementary school foreign language program. Chapter 1 provides information on various program models. Chapter 2 addresses program issues, such as establishing a program rationale and choosing the language or languages to be taught, in order to provide decision makers with sources of information. Chapter 3 discusses teacher preparation, while chapter 4 contains a summary of recent reports and policy statements related to elementary school foreign languages, and a list of national and state initiatives. Chapter 5 lists a wide variety of resources, such as books dealing with elementary school foreign language instruction, curriculum materials, lists of professional organizations, language conferences, and publishers of materials for elementary foreign language programs. The appendix contains sources for networking; a list of total and partial immersion programs in U.S. elementary schools; and a working bibliography on research regarding language in the elementary school. (VWL)

ED 353 861 FL 800 611
Holcomb, Tom Peyton, Joy Kreeft
ESL Literacy for a Linguistic Minority: The Deaf Experience. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-03
Pub Date—Jul 92
Contract—RI89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adults, *Cultural Differences, *Deafness, *English (Second Language), *Literacy, *Literacy Education, Teaching Methods
Identifiers—ERIC Digests

Learning to read and write effectively is a challenging task for many adults, particularly for those who are deaf or hard-of-hearing. In spite of concerted efforts by educators to facilitate the development of literacy skills in deaf individuals, most deaf high school graduates read English at roughly a third or fourth grade level as determined by standardized reading assessments. Having limited English skills acts as a barrier for deaf people in the workplace. They often have had limited opportunities at school for vocational training. They may also have difficulties communicating with hearing co-workers and may have poor performance on work-related reading and writing tasks. This digest offers possible explanations for these difficulties and describes new approaches in deaf education that show promise for improving the literacy skills of deaf students. Specific sections address the reassessment of sources of literacy difficulties (i.e., linguistic differences, cultural differences, and educational deficiencies), and current approaches to literacy development. (VWL)

ED 353 862 FL 800 612
Kutner, Mark
Staff Development for ABE and ESL Teachers and Volunteers. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-04
Pub Date—Sep 92
Contract—RI89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *English (Second Language), Instructional Development, *Language Teachers, *Staff Development, *Volunteers
Identifiers—ERIC Digests

Preparation of instructors is considered to be one of the greatest needs in adult basic education (ABE) and English-as-a-Second Language (ESL) programs. Many ABE and ESL teachers and volunteer instructors receive little or no training, either in subject matter content or in the process of teaching English to adults. The challenge for the adult education field is to design an effective system of staff development within the constraints of the ABE and ESL delivery system. These constraints include limited financial resources for programs, the part-time nature of instruction for adults, high instructor turnover, few state training requirements for ABE and ESL instructors, and lack of a unified adult education research base. This digest summarizes research on the formats of staff development for ABE and ESL teachers and volunteer instructors and identifies key elements of effective staff development programs. (VWL)

ED 353 863 FL 800 613
Wrigley, Heide Spruck
Learner Assessment in Adult ESL Literacy. ERIC Q & A.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contract—RI89166001
Note—5p.
Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Comparative Analysis, *English (Second Language), *Literacy, *Standardized Tests, *Student Evaluation
Identifiers—*Alternative Assessment

This document focuses on assessing Adult English-as-a-Second-language (ESL) literacy skills. Implementing and developing sound assessments for ESL literacy has become a big challenge–a task made even more difficult because a framework for assessments that provide useful data for ESL literacy programs has not yet been developed. To help clarify some of the issues, this document compares standardized tests and alternative assessments and provides some examples of effective alternative assessments used in the field. Specific sections address the following: (1) how ESL is currently assessed; (2) what the role of standardized testing is in adult ESL literacy; (3) what kinds of standardized tests are common; (4) what some of the advantages and shortcomings are of standardized tests; (5) what alternative assessment is; (6) and what alternative approaches to assessment show promise. (Contains 25 references.)

ED 353 864 FL 800 621
Smallwood, Betty Ansin
Children's Literature for Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-06
Pub Date—Nov 92
Contract—RI89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Books, *Childrens Literature, Class Activities, *English (Second Language), Family Programs, *Instructional Materials, *Literacy Education
Identifiers—ERIC Digests

Children's literature, widely used with elementary English-as-a-Second-Language (ESL) students, can be adapted to teach literacy skills to adult ESL learners as well. Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address mature themes and topics. Its successful use in adult ESL programs is enhanced by age-sensitive book selections, clear class presentations, and the creative development of related lesson and unit plans. From its strong foundation as a way to develop literacy in elementary schools, children's literature has recently become incorporated into family literacy programs, in which parents learn to read in order to transmit literacy patterns to their children. This trend is now spreading to the newly developing ESL family literacy programs and general adult ESL programs. The benefits of children's literature, book selection, classroom presentation, and extension activities are discussed. (VWL)

ED 354 789 FL 021 082
Peyton, Joy Kreeft
Dialogue Journals: Interactive Writing To Develop Language and Literacy. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-01
Pub Date—Apr 93
Contract—RI88062010; RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Classroom Techniques, *Dialog Journals, Elementary Secondary Education, *English (Second Language), *Journal Writing, *Literacy, Literacy Education, Second Language Learning
Identifiers—ERIC Digests

This digest focuses on the use of dialogue journals for developing the language and literacy skills of students of all ages learning English a Second Language. Dialogue journals are written conversations in which students and teachers communicate on a regular basis. Students write as much as they choose, and the teacher writes back, responding to questions, introducing new topics, or asking questions. The idea is to encourage students to use written English and not to focus on error correction. Students have the opportunity to use English in a non-threatening atmosphere in interaction with a proficient English speaker. Dialogue journals are now being used in a range of educational settings–with children and adults, with both native and nonnative English speakers, and in teacher and volunteer training programs. Sample dialogue journal entries are provided, as well as general information on the benefits and logistics of using dialogue journals. (VWL)

ED 355 813 FL 021 079
Holt, Daniel D., Ed.
Cooperative Learning: A Response to Linguistic and Cultural Diversity. Language in Education: Theory and Practice 81.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937354-81-3
Pub Date—93
Contract—RI88062010
Note—201p.
Available from—Delta Systems, Inc., 1400 Miller Parkway, McHenry, IL 60050-7030 ($18.95, plus 10% for shipping and handling and $1.50 for orders under $20).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Classroom Techniques, *Cooperative Learning, *Cultural Pluralism, *Curriculum Design, Educational Strategies, Elementary Secondary Education, *English (Second Language), History, Language Arts, Language Role, Multicultural Education, Second Language Learning, Social Studies
Identifiers—*Content Area Teaching

Essays on cooperative learning focus on the use of this strategy to address the special needs of linguistically and culturally diverse student groups in elementary and secondary education. The volume contains several essays on theory, principles, and techniques of cooperative learning and a series of model instructional units for a variety of grade levels and subject areas. These include: "Cooperative Learning for Students from Diverse Language Backgrounds: An Introduction" (Daniel D. Holt); "The Structural Approach to Cooperative Learning" (Spencer Kagan); "Cooperative Learning and Second Language Acquisition" (Mary McGroarty); "Principles of Cooperative Learning for Language and Content Gains" (Spencer Kagan, Mary McGroarty); "Using Cooperative Learning at the Elementary Level" (Corine Madrid); "Using Cooperative Learning at the Secondary Level" (Barbara Chips); "Model Unit for K-1 Language Arts/Social Studies" (Carole Cooper, Angie Gilligan); "Model Unit for Grades 2-3 Language Arts" (Sue Heredia-Arriaga, Sue Gonzales); "Model Unit for Grade 4 Social Studies" (Sue Heredia-Arriaga, Mary Alvarez-Greeson); "Model Unit for Secondary Level Intermediate ESL" (Carole Cromwell, Linda Sasser); and "Model Unit for Grade 10 History-Social Science" (Daniel D. Holt, Diane Wallace). A "Coaching Instrument for Cooperative Learning," a checklist for implementing cooperative learning principles, is appended. (Contains 133 references.) (MSE)

ED 355 834 FL 021 144
Barr, Vickie
Foreign Language Requirements and Students with Learning Disabilities. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-04
Pub Date—Apr 93
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Graduation Requirements, Higher Education, Latin, *Learning Disabilities, Program Descriptions, Second Language Instruction, *Second Language Learning,

•Teaching Methods
Identifiers—ERIC Digests
This digest discusses the dilemma surrounding foreign language requirements at colleges and universities and students with learning disabilities. Many students and professionals question the reasonableness of foreign language requirements for students with learning disabilities, but, according to Section 504 of the Rehabilitation Act of 1973, colleges and universities are not required to waive such requirements. The digest focuses specifically on the following: waivers and course substitutions, alternatives to waivers and course substitutions, considerations involved in teaching foreign languages to students with learning disabilities, and the Orton-Gillingham Technique. A program designed for teaching Latin to learning disabled students is described, and information on a conference that focuses specifically on foreign language learning and learning disabilities is provided. (VWL)

ED 355 835 FL 021 145
Higgins, Chris
Computer-Assisted Language Learning: Current Programs and Projects. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-02
Pub Date—Apr 93
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Authoring Aids (Programing), •Computer Assisted Instruction, •Computer Networks, •Computer Software, •Optical Disks, •Second Language Instruction, Second Language Learning
Identifiers—ERIC Digests
For many years, foreign language teachers have used the computer to provide supplemental exercises in the instruction of foreign languages. In recent years, advances in computer technology have motivated teachers to reassess the computer and consider it a valuable part of daily foreign language learning. Innovative software programs, authoring capabilities, compact-disk technology, and elaborate computer networks are providing teachers with new methods of incorporating culture, grammar, and real language use in the classroom while students gain access to audio, visual, and textual information about the language and culture of its speakers. This digest provides specific information on computer-based foreign language programs; customizing, template, and authoring programs; computer networks; and compact-disk technology. A separate resource list contains addresses of where the computer programs cited in the text can be obtained. (VWL)

ED 355 836 FL 021 146
Nissani, Helen
Early Childhood Programs for Language Minority Students. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-03
Pub Date—Apr 93
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Child Development, •Cultural Differences, Inservice Teacher Education, Intercultural Communication, •Limited English Speaking, Multicultural Education, •Parent Participation, Parent School Relationship, Preschool Children, Preschool Curriculum, •Preschool Education
Identifiers—Culturally Relevant Curriculum, •Developmentally Appropriate Programs, ERIC Digests, •Language Minorities
Early childhood programs should be designed to serve the whole child's development within the context of the family and community. This is especially important for children who speak a language other than English at home. Programs must employ developmentally and culturally appropriate practices that respect individual differences and choices and that incorporate the family and home culture. Research points to the benefits of a cognitive/developmental approach that fosters not only intellectual learning, but also physical, social, and emotional learning. This approach is particularly appropriate for language minority children. Experiences are provided in environments that accept each child's individual development. Because developmental milestones and expectations vary from culture to culture, early childhood educators need to understand the cultural values of families and their goals for socialization, beliefs about the nature of the child, and child-rearing techniques. Teachers need to recognize developmentally equivalent milestones and patterns of behavior, use interactive styles familiar to the child, reinforce family values that promote learning, and deal directly with differences in cultural patterns between home and school. Parents should be consulted about every aspect of their children's program. Training in cross-cultural communication and in promoting positive home-school-community relationships should be included in all staff training for early childhood educators. (JR)

ED 356 687 FL 800 657
Nash, Andrea And Others
Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL. Language in Education: Theory & Practice 79.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-93-735478-3
Pub Date—92
Contract—RI89166001
Note—78p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—•Adult Basic Education, Adult Literacy, Autobiographies, Bilingualism, •Classroom Communication, Classroom Techniques, •Curriculum Development, Daily Living Skills, •English (Second Language), Error Correction, Group Dynamics, Immigrants, Language Experience Approach, Language Maintenance, Language of Instruction, Language Role, Learning Processes, •Literacy Education, Native Language Instruction, Oral History, Parent Child Relationship, Parent Participation, Program Evaluation, Self Expression, Sex Bias, Sex Stereotypes, •Student Participation, Teaching Methods
Identifiers—Two Way Bilingual Education
This curriculum sourcebook is designed as a guide for educators of limited-English-speaking adults in literacy education programs. It consists of accounts of actual learning and teaching experiences using a participatory approach to instruction and curriculum development, written by teachers in community-based adult education. An introductory section gives a background to the guide. The first chapter discusses the importance of articulation of feelings as a survival skill. Chapter 2 focuses on the immigrant experience. Topics include the language experience approach, working with beginning level students, sex bias and stereotypes, oral history, literacy as a skill for solving daily problems, and use of autobiographies as a teaching technique. Chapter 3 discusses the mother-child relationship as both a curriculum topic and a means of involving parents in children's learning. Brief essays address these topics: writing about mothers; parent concerns about school; parent involvement in homework; and the family class–teaching parents and children together. The fourth chapter contains articles on teaching techniques and approaches, including process writing, use of correction in class, using pictures as a stimulus for writing, native language use in class, two-way bilingualism, native language literacy, developing curriculum around class participation, and student and program evaluation. A glossary and list of resources are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 688 FL 800 658
Auerbach, Elsa Roberts
Making Meaning, Making Change. Participatory Curriculum Development for Adult ESL Literacy. Language in Education: Theory & Practice 78.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-93-735479-1
Pub Date—92
Contract—RI89166001
Note—149p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—•Adult Basic Education, Adult Literacy, Classroom Techniques, Course Content, •Curriculum Development, Daily Living Skills, •English (Second Language), Family Programs, •Literacy Education, Program Design, •Relevance (Education), •Student Participation, Teaching Methods
This guide offers ideas for adult literacy curriculum development using a participatory approach. Its intent is not to prescribe a curriculum but to raise issues associated with the varied needs of limited-literacy students and with development of curricula to address these needs. An introductory section discusses how the guide evolved and can be used. Chapter 1 explains the principles behind the participatory approach to curriculum development. Chapter 2 discusses program structure, including the relationship between structure and practice, the institutional context, staffing, site selection, student population, admission, orientation, and support services. The third chapter moves into the classroom, looking at the participatory cycle in action. Chapter 4 discusses how to find student themes, including establishment of a participatory atmosphere, practice of conscious listening for issues, problems, and concerns, and use of catalyst activities to elicit these issues and concerns. The fifth chapter discusses how to develop curriculum around themes, and recurring issues arising in the process are examined in chapter 6. Chapter 7 looks at how students can and do use literacy to make meaningful change in their lives. The eighth chapter outlines issues and methods in student evaluation. A list of additional resources is appended. (Contains 55 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 357 642 FL 021 268
Galloway, Ann
Communicative Language Teaching: An Introduction and Sample Activities. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-93-05
Pub Date—Jun 93
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, •Communicative Competence (Languages), Instructional Materials, Language Teachers, •Second Language Instruction, Second Language Learning, •Student Role, •Teacher Role, •Teaching Methods
Identifiers—ERIC Digests
This digest looks at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how teachers' and students' roles differ from the roles they play in other teaching approaches. Examples of exercises that can be used with a communicative approach are described, and sources of appropriate materials are provided. (VWL)

ED 358 747 FL 800 647
Rivera, Klaudia M.
Developing Native Language Literacy in Language Minority Adults. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-07
Pub Date—Oct 90
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *English (Second Language), *Literacy, *Literacy Education, Models, *Native Language Instruction, Program Descriptions, Second Language Learning, Skill Development, *Teaching Methods
Identifiers—ERIC Digests
Adult education programs must increasingly serve non-native speakers of English, many of whom are neither literate in their native language nor in English. It is suggested that first language literacy promotes second language acquisition and that literacy skills in the native language are likely to transfer to the second language. This digest defines the central cognitive and psycholinguistic tenets inherent in the native language literacy approach and provides, social, cultural, and political justification for the approach. Instructional delivery models for initial literacy and other literacy program models are described. It is concluded that more research on the results of the different approaches to teaching English-as-a-Second-Language literacy skills is needed. Such research should consider not only the pedagogical and linguistic factors involved in the education of adults, but also the social and political implications of bilingualism and biliteracy with regard to equal opportunities and full participation in society. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 748 FL 800 648
Wrigley, Heide Spruck
Innovative Programs and Promising Practices in Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-07
Pub Date—Feb 93
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communicative Competence (Languages), *English (Second Language), *Literacy, Literacy Education, Metacognition, *Native Language Instruction, Second Language Learning, *Teaching Methods, *Videotape Recordings, Writing (Composition)
Identifiers—ERIC Digests
Promising practices in the adult English-as-a-Second-Language literacy field that were observed by researchers during site visits are described in this digest. These innovative programs provide a social context for literacy, allow learning through hands on experience, and use learner-generated materials. Some programs may use the native language as a bridge to English. Native language literacy programs have been used successfully in regions where non-literate learners share a common language. Most innovative programs put a primary focus on communication and a secondary focus on error correction. Many programs try to set aside time for discussion of language issues, including explanations of the patterns and structure of English. One promising approach for linking language awareness with meaning-based literacy is a process approach in which learners focus on meaning during the "creative stages" of writing (brainstorming ideas, class discussions, developing drafts) and on form during the revising and editing stages. Video applications also show great promise in literacy education. By providing a visual context for ideas, video communicates ideas independent of print. Although they differ in their specific approaches to language teaching and literacy development, innovative programs have one thing in common: Practitioner have found ways of helping learners to access literacy and use it in ways that are meaningful to them. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 749 FL 800 649
Rabideau, Dan
Integrating Reading and Writing into Adult ESL Instruction. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-01
Pub Date—Mar 93
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *English (Second Language), Instructional Materials, *Literacy, *Literacy Education, Literature, Oral Language, *Reading Instruction, Second Language Learning, *Teaching Methods, *Writing Instruction
Identifiers—ERIC Digests
Some of the major reading and writing practices currently in use in adult English-as-a-Second-Language programs are described in this digest. Reading activities for such learners are similar to those used in adult basic education classes. At the beginning level, students dictate stories to the teacher or give an oral account of an experience. These stories become texts for initial reading instruction when written down. Literature-based programs often let students select their own texts. Two series of readers are recommended. Use of materials such as advertisements are suggested as well as part of an effort to keep material relevant. Writing instruction has three purposes: to provide practice in the language, to offer a chance for experimentation, and to allow learners to set their own goals. Process writing provides practice, experimentation and communication with language all in the context of helping a student express his own ideas. It is concluded that reading and writing along with oral language ability should be an aim of adult education for second language learners and native speakers. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 750 FL 800 683
Huerta-Macias, Ana
Current Terms in Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-03
Pub Date—Jul 93
Contract—RI89166001
Note—4p.
Available from—NCLE, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20036.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, *English (Second Language), *Literacy Education, Second Language Instruction, Second Language Learning, *Student Centered Curriculum, *Student Participation, Student Role, Teacher Role, *Teaching Methods, Whole Language Approach
Identifiers—ERIC Digests
This digest defines the concepts of "whole language," "learner-centered," and "participatory," and discusses their application to adult learning in ESL literacy programs. All three approaches advocate that the learner should inform literacy instruction with his or her own particular input, that learners and their background knowledge and experiences should be respected and valued and that learning activities should be relevant to learners' personal situations. The three approaches also differ: "whole language" works from whole to part and emphasizes function over form; "learner-centered" is concerned with collaborative decision-making about the curriculum; and "participatory" focuses on literacy as a vehicle for personal and social change. (Contains 12 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 751 FL 800 684
McGroarty, Mary
Cross-Cultural Issues in Adult ESL Literacy Classrooms. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-04
Pub Date—Jul 93
Contract—RI89166001
Note—4p.
Available from—NCLE, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20036.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, *Cross Cultural Training, Cultural Awareness, Cultural Differences, *English (Second Language), Second Language Instruction, Second Language Learning, Sex, Student Role, Teacher Behavior, Teacher Expectations of Students, Teacher Role
Identifiers—ERIC Digests
This digest identifies some of the cultural factors that can influence learner and teacher behavior during classroom English-as-a-Second-Language (ESL) instruction. Four topic areas are discussed: roles of learners and teachers, gender-related issues; appropriate topics for instruction, and behavior at the site of instruction. Given the diversity of the student population along with the part-time and temporary nature of ESL instruction and the varied backgrounds of literacy instructors, it is impossible to offer guidelines for cross-cultural training that fits all adult ESL classrooms equally well. Only cross-cultural efforts that require ongoing mutual discovery and adaptation by both learners and teachers can provide the concrete guidance needed to insure that literacy instruction is culturally as well as linguistically compatible for all those involved. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

HE

ED 350 892 HE 025 868
Pickert, Sarah M.
Preparing for a Global Community. Achieving an International Perspective in Higher Education. ASHE-ERIC Higher Education Report No. 2, 1992.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-15-X; ISSN-0884-0040
Pub Date—92
Contract—RI88062014
Note—112p.; For a related ERIC Digest, see HE 025 989.
Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (Single copy prices, including 4th class postage and handling, are $17 regular and $12.75 for members of AERA, AAHE, AIR, and ASHE).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Administration, College Faculty, College Second Language Programs, Cultural Awareness, Curriculum Development, Educational Objectives, Educational Planning, Exchange Programs, Foreign Culture, Foreign Students, *Higher Education, *International Education, *Multicultural Education, *Student Mobility, *Study Abroad, Undergraduate Study
This report discusses the response of colleges and universities in the United States to the need of graduate students to become equipped to make personal

and public policy decisions as citizens of an international society. Curriculum changes are showing a tightening of foreign language standards in schools of higher education and, throughout the curriculum, faculty are including material from other countries and advances in computer and satellite communication to enhance the international experience without leaving the classroom. Additionally, the international focus on higher education has been boosted through a major U.S. initiative that tripled federal spending on undergraduate study abroad. The United States is also cooperating with foreign representatives in working with the Economic Community and the United Nations Educational, Scientific, and Cultural Organization to standardize educational credential reporting, licensing, and certification. Governments are also looking with increased regulatory fervor upon joint educational business ventures. Steps that faculty and administrators can take to improve international education on their campuses are explored, including widening the curriculum to expose students to other cultures, widening opportunities for international contact, and evaluating organizational structures that help or hinder international activities. Contains approximately 200 references and an index. (GLR)

ED 350 970 HE 025 988

Wilcox, John R. Ebbs, Susan L.

The Leadership Compass. Values and Ethics in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-1

Pub Date—Jul 92

Contract—RI88062014

Note—4p.; For the full length report, see ED 347 955.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, *Educational Environment, Educational Responsibility, *Ethical Instruction, Faculty College Relationship, Higher Education, Institutional Mission, *Institutional Role, Leadership, *Moral Values, Role Conflict, Role of Education, Social Environment, Student School Relationship, Universities

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It explains that institutions of higher education have a moral responsibility as disseminators of knowledge to foster proper values and ethical thinking in its students for the well-being of society. The collegiate ethos, the practices and customs of the institution, are important in fostering responsibility for individual and social welfare. The scholar's role is crucial because of his or her power to define reality for and exercise control over society in general and students in particular. Often ethical problems exist due to the competing needs of the various roles inherent in the scholar, involving teaching, discovery, application, and integration. To assist in dealing with these problems, the institution itself must take a leadership role by: properly formulating mission statements based on ethical practices and concerns; fostering collaboration among all faculty, administrators, staff, and students to work with the values necessary for institutional effectiveness and overall integrity; and employing the use of models of ethical decision making. The academic environment must foster the importance of human dignity, nourishment of growth and achievement, and respect of others. Such an environment is defined as a learning community. Contains 10 references. (GLR)

ED 350 971 HE 025 989

Pickert, Sarah M.

Preparing for a Global Community. Achieving an International Perspective in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-2

Pub Date—Aug 92

Contract—RI88062014

Note—4p.; For the full length report, see HE 025 868.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, College Faculty, College Second Language Programs, Cultural Awareness, Curriculum Development, Educational Objectives, Educational Planning, Exchange Programs, Foreign Culture, Foreign Students, Higher Education, *International Education, *Multicultural Education, *Student Mobility, *Study Abroad, Undergraduate Study

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. The report discusses the response of colleges and universities in the United States to the needs of graduate students to become equipped to make personal and and public policy decisions as citizens of an international society. It notes that curriculum changes in higher education are showing greater enhancements of the international experience in the classroom and a tightening of foreign language standards. Federal spending in undergraduate study abroad has also increased substantially, as well as the U.S. commitment to working with the Economic Community and the United Nations Educational, Scientific, and Cultural Organization to standardize educational credential reporting, licensing, and certification. Steps that faculty and administrators can take in this environment include widening the curriculum to expose students to other cultures, widening opportunities for international contact, and evaluating organizational structures that help or hinder international activities. Contains six references. (GLR)

ED 350 972 HE 025 990

Chaffee, Ellen Earle Sherr, Lawrence A.

Quality: Transforming Postsecondary Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-3

Pub Date—Oct 92

Contract—RI88062014

Note—4p.; For the full length report, see HE 025 980.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Principles, *College Administration, Cooperative Planning, Educational Demand, *Educational Improvement, *Educational Quality, *Faculty College Relationship, Higher Education, Operating Expenses, Postsecondary Education, Productivity, *Quality Control

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. Many colleges and universities, in responding to public demand for higher education and the external challenges it creates, are employing Total Quality Management (TQM) techniques to improve quality, increase productivity, and decrease cost. The quality improvement process itself (the tools for problem identification and developing solutions), largely ignored in the past by academic organizations, is now being studied and applied. The TQM process involves the complete transformation to quality requiring top-level commitment followed by substantial and comprehensive reeducation of all personnel. In addition, the administration must develop a cooperative climate for change and recognize that the faculty play the most important role in developing the concept of continuous quality improvements and other ideas about TQM as they might apply to academic activity. The report examines what quality is and what it requires, the technical system and tools for improving quality, and the type of administrative system required to allow the quality process to be successful. Finally discussed is the process of improving academic quality in the curriculum and classroom, as well as its assessment, while looking towards the student as the beneficiary. Contains seven references. (GLR)

ED 351 922 HE 025 980

Chaffee, Ellen Earle Sherr, Lawrence A.

Quality: Transforming Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1992.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-16-8; ISSN-0884-0040

Pub Date—92

Contract—RI88062014

Note—145p.; For the ERIC Digest on this subject, see ED 350 972.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (Single copy prices, including 4th class postage and handling, are $17.00 regular and $12.50 for members of AERA, AAHE, AIR, and ASHE).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrative Principles, *College Administration, College Outcomes Assessment, Cooperative Planning, Educational Demand, *Educational Improvement, *Educational Quality, *Faculty College Relationship, Higher Education, Operating Expenses, Productivity, *Quality Control

Identifiers—*Total Quality Management

Many colleges and universities, in responding to public demand for higher education and the external challenges it creates, are employing Total Quality Management (TQM) techniques to improve quality, increase productivity, and decrease costs. The quality improvement process itself (the tools for problem identification and developing solutions), largely ignored in the past by academic organizations, is now being studied and applied. The TQM process involves the complete transformation to a quality orientation and requires top-level commitment followed by substantial and comprehensive re-education of all personnel. In addition, the administration must develop a cooperative climate for change and recognize that the faculty play the most important role in developing the concept of continuous quality improvements and other TQM principles as they apply to academic activity. This report examines what quality is and what it requires, the technical system and tools for improving quality, and the type of administrative system required to allow the quality process to be successful. Finally the process of improving academic quality in the curriculum and classroom, as well as its assessment is discussed with emphasis on the student as the beneficiary. An appendix contains the Criteria for the 1992 Malcolm Baldrige National Quality Award. Contains 93 references and an index. (GLR)

ED 353 885 HE 026 140

Tack, Martha W. Patitu, Carol L.

Faculty Job Satisfaction: Women and Minorities in Peril. ASHE-ERIC Higher Education Report No. 4, 1992.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-17-6; ISSN-0884-0040

Pub Date—92

Contract—RI88062014

Note—147p.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (Sin-

gle copy, including 4th class postage and handling, $17; $12.50 for members of AERA, AAHE, AIR, and ASHE).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Higher Education, Incentives, *Job Satisfaction, Labor Turnover, *Minority Group Teachers, Professional Development, School Policy, *Stress Variables, Teacher Attitudes, *Teacher Recruitment, *Teacher Shortage, Teacher Student Relationship, *Women Faculty, Work Environment

Given the impending shortage of prospective college faculty that will exist by the year 2000, the topics of faculty job satisfaction, recruitment, and retention must be given priority attention. Moreover, the faculty of the future must reflect the diversity of the population to be served; consequently, immediate actions must be taken to ensure that faculty positions are made attractive to women and minorities alike. Numerous internal stressors uniquely affecting women and minorities must be recognized and dealt with to enhance job satisfaction and create a better fit between the faculty role and the person involved. It has been shown that women faculty members are less satisfied with their positions than their male counterparts because they are often forced to sacrifice more in terms of their personal lives in order to meet the demands of their jobs, as well as their families. As for minority faculty members, they generally find themselves less likely to be tenured compared to whites, are often concerned about lower salaries, feel isolated and less supported, and often encounter prejudice and racism. Leaders and faculty in higher education must implement a variety of recruiting and retention strategies if a faculty representing a diverse culture is to become a reality. Actions include: (1) recruiting women and minorities into undergraduate and graduate programs in sufficient numbers to fill the pool for faculty positions; (2) attracting women into disciplines where they are currently underrepresented; and (3) using incentives for departments to diversify. Contains an index and over 200 references. (GLR)

ED 353 886 HE 026 141
Kelsey, Clyde E. Jr. And Others
Are Higher Education's Administrators and Faculty Really Different?
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-0742-6542
Pub Date—Dec 92
Contract—ED-RI-88-062014
Note—8p.
Available from—American Association of University Administrators, 2121 Eye Street, N.W., Washington, DC 20052 ($2).
Journal Cit—Administrator's Update; v9 n1 Dec 1992
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *Administrator Characteristics, College Administration, College Faculty, Comparative Analysis, Higher Education, *Interpersonal Competence, *Personality, Personality Traits, Research, *Teacher Attitudes, *Teacher Characteristics

This report examines research into characteristics of individuals likely to be considered for placement in administrative positions at colleges and universities. The report describes a grid model of social style which illustrates the various areas where faculty and administrators differ, not only in how they communicate, but also in how they perceive the world around them. The grid classifies the social style of school administrators and faculty into four basic areas ranging from amiable and expressive to analytical and driving. On the basis of research involving this grid, the social style of administrators, deans, and department heads tend to be more assertive, i.e., analytical and driving. Faculty, however, tend to be amiable or expressive: amiable persons being more easygoing, trusting members of an organization; expressive persons tending to be both socially assertive and responsive. Research also indicates that the further one moves into administrative positions, the more likely he or she is to be highly organized, thorough, systematic, and task-oriented, with academic vice presidents having strong feelings of less control. One exception is that an interaction effect was found with gender. Females appear to experience significantly less fatalism than their male colleagues in that they feel greater personal control over their daily activities. Continuing efforts to determine differences between administrators and faculty will result in better understanding and allow administrators to better serve their institutions' various constituencies. (Contains 33 references.) (GLR)

ED 354 837 HE 026 258
Gibbs, Annette
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing, and Safety. ASHE-ERIC Higher Education Report No. 5.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-18-4; ISSN-0884-0040
Pub Date—92
Contract—RI88062014
Note—108p.
Available from—ERIC Clearinghouse on Higher Education, School of Education and Human Development, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Athletes, *Civil Rights, *Colleges, College Students, Compliance (Legal), Court Litigation, Drug Use Testing, Freedom of Speech, Higher Education, Institutional Administration, Law Enforcement, Legal Problems, *Legal Responsibility, School Law, *School Policy, School Safety, School Security, States Powers, Student Organizations, *Student Rights
Identifiers—Freedom of Assembly

This monograph suggests solutions for the conflicts, especially prominent in recent years, between students and higher education institutions concerning their respective rights and responsibilities. The discussion focuses particularly on regulating offensive speech, rights of association and assembly, drug testing for athletes, and student safety on campus. Separate sections address each of these issues in turn. The discussion of offensive speech focuses on interpretations of First Amendment rights and advises that colleges should consider policies that are neither overbroad nor too vague, but that restrictions on time, place and manner of speech appropriate for the educational environment and for maintaining law and order on campus are constitutional. The review of rights of assembly and association suggests that once the institution recognizes some groups, other groups should not be denied such treatment simply because the college or university does not agree with their views. On the status of mandatory drug testing for athletes, the monograph notes that most recent court rulings appear to support the position that institutional mandatory drug testing programs violate the principle of protection of privacy guaranteed in most state constitutions. In discussing student safety on campus it is noted that the element of foreseeability has become a criterion for determining liability. A final section suggests recommendations for policy and practice. An index and 167 references are included. (JB)

ED 355 859 HE 026 293
Tack, Martha W. Patitu, Carol L.
Faculty Job Satisfaction: Women and Minorities in Peril. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-4
Pub Date—Sep 92
Contract—RI88062014
Note—4p.; For full report, see ED 353 885.
Available from—ERIC Clearinghouse on Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Employment Patterns, Higher Education, *Job Satisfaction, Labor Market, *Minority Group Teachers, Racial Discrimination, Racial Relations, Sex Differences, Stress Variables, Teacher Attitudes, *Women Faculty
Identifiers—*Diversity (Faculty), ERIC Digests

This brief paper summarizes a full length report of the same title on the faculty job satisfaction of women and minorities. In light of probable faculty shortages in the coming decades and the need for increasingly diverse college faculty, institutions must make faculty positions attractive to women and minorities. Current trends, low faculty salaries, few women and minorities in the education pipeline, and low current job satisfaction suggest an impending shortage of willing and able women and minority candidates. Stressors affecting women and minority faculty members include internal, workplace and lifestyle factors. In general women faculty members are less satisfied with their positions than their male counterparts. They represent a small percentage of the faculty cohort, make lower salaries, are found in the lower professional ranks, are often employed part-time, represent disciplines typically reserved for females, work in less prestigious institutions, feel their supervisors do not value their input, and are not tenured. Minority faculty, when compared to white counterparts, are less likely to be tenured, are concentrated in the lower ranks, are concerned about low salaries, feel isolated and unsupported, and often encounter prejudice and discrimination. Solutions to the job satisfaction problems for women and minorities must include a variety of recruiting and retention strategies. (Contains 7 references.) (JB)

ED 355 860 HE 026 294
Gibbs, Annette
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-5
Pub Date—Oct 92
Contract—RI88062014
Note—4p.; For full report, see ED 354 837.
Available from—ERIC Clearinghouse on Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletes, Campuses, Civil Rights, College Athletics, *Colleges, College Students, Drug Use Testing, Freedom of Speech, Higher Education, *School Responsibility, School Security, *Student Responsibility, *Student Rights
Identifiers—ERIC Digests, Freedom of Assembly, Offensive Speech

This brief paper summarizes a full length report of the same title which examines the ongoing debate on the conflicting rights and responsibilities of students and college administrations in the areas of offensive speech, rights of assembly, drug testing and campus safety. On offensive speech and the rights of colleges and universities to regulate it, the courts have ruled against higher education institutions' prohibiting offensive or hate speech because institutional policies have failed to distinguish sanctionable speech from protected speech. Considerations concerning students' rights of association and assembly on campus include the following: that institutions should not deny groups recognition because the college or university does not agree with their views; that student groups should be treated the same as other groups provided they fulfill the same procedural and substantive requirements established by the institution; that colleges are within their rights to emphasize that acknowledgement of student groups does not indicate institutional approval of the group's views; and that student demonstrations on public college campuses cannot be prohibited on the basis of content or message. On the status of mandatory drug testing for athletes, the courts in several jurisdictions have been unwilling to accept colleges' and universities' stated purposes for

drug testing. With regard to institutional responsibility for student safety, the element of foreseeability has become a criterion in many states for determining college and university liability. (Contains five references.) (JB)

ED 356 702 HE 026 357

Townsend, Barbara K. And Others

Creating Distinctiveness: Lessons from Uncommon Colleges and Universities. ASHE-ERIC Higher Education Report No. 6, 1992.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-19-2; ISSN-0884-0040

Pub Date—92

Contract—RI88062014

Note—4p.; For full length report summarized here, see HE 026 357.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1186 (Single copy prices, including 4th class postage and handling, are $17 regular and $12.75 for members of AERA, AAHE, AIR, and ASHE).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Colleges, Differences, *Educational Innovation, Governance, Higher Education, *Institutional Mission, Institutional Survival, Models, Organizational Change, *School Based Management, School Policy, *Specialization, Undergraduate Study, *Universities, Values

Distinctive colleges and universities, as opposed to the great majority which fit into a more or less standardized mold, possess a unifying theme or vision which is expressed in all their activities. They often respond to newly emerging societal or community needs unmet by existing colleges and universities; they challenge conventional ideas about higher education and inspire greater engagement by students and faculty in undergraduate education. However, distinctiveness can also limit the institution to a very small market niche as well as sometimes making it more difficult for it to adapt to the changes necessary for survival. Strategic management models, such as the interpretive and adaptive models, need to be employed to aid distinctive colleges and universities to survive and grow. Recommendations for higher education leaders contemplating whether to pursue distinctiveness include: (1) identifying institutional values, followed by clarification, communication, and acting on unifying the values and themes found; (2) conducting a situation analysis to determine if the school is a likely candidate for distinctiveness; (3) selecting the desired level of market exposure; and (4) performing market research to uncover markets to which the college or university can appeal. Contains over 150 references and an index. (GLR)

ED 356 753 HE 026 445

Townsend, Barbara K. And Others

Creating Distinctiveness: Lessons from Uncommon Colleges and Universities. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-6

Pub Date—Oct 92

Contract—RI88062014

Note—4p.; For full length report, see HE 026 357.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1, full report $17).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Colleges, Differences, *Educational Innovation, Governance, Higher Education, *Institutional Mission, Institutional Survival, Models, Organizational Change, *School Based Management, School Policy, *Specialization, Undergraduate Study, *Universities, *Values

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. Distinctive colleges and universities possess a unifying theme or vision that is expressed in all their activities. They also usually respond to newly emerging societal or community needs unmet by existing schools of higher education. Distinctiveness, however, can limit the institution to a very small market niche as well as sometimes paralyzing it from adapting to change necessary for survival. Strategic management models, such as the interpretive and adaptive models, need to be employed to aid distinctive colleges and universities to survive and grow. Recommendations for universities and colleges pursuing distinctiveness include: (1) identifying institutional values, followed by clarification, communication, and acting on unifying the values and themes that are found; (2) conducting a situation analysis to determine if the school is a likely candidate for distinctiveness; (3) selecting the desired level of market exposure; and (4) performing market research to uncover desired markets to which the college or university can appeal. (GLR)

ED 358 809 HE 026 560

Curry, Barbara K.

Instituting Enduring Innovations. Achieving Continuity of Change in Higher Education. ASHE-ERIC Higher Education Report No. 7, 1992.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-20-6; ISSN-0884-0040

Pub Date—92

Contract—RI88062014

Note—90p.; For a digest based on this report, see HE 026 562.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 (single copy prices, including 4th class postage and handling, are $17 regular and $12.50 for members of AERA, AAHE, AIR, and ASHE).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adoption (Ideas), *Change Strategies, *College Planning, Collegiality, *Educational Innovation, Higher Education, Improvement, Leadership Responsibility, *Organizational Change, Organizational Communication, *Participative Decision Making, Postsecondary Education

Identifiers—Learning Communities

Introducing enduring innovations into a higher education organization requires commitment and support from colleagues. Organizational change involves three steps: (1) mobilization; (2) implementation; and (3) institutionalization. Without institutionalization, the innovation is likely to be terminated despite how well it may be communicated and implemented. The level of influence within the organization directly attributable to the innovation can be construed as being the extent of its institutionalization. Factors influencing longevity of innovations include the intensity of direction and support from organizational leaders, decision making and communication concerning the innovation's essential features, and incorporation of the dissident voice. Learning organizations, such as universities, can become innovative communities, where such innovation results in productive behavior, if organizational members have valid information upon which to base their actions and are thus more able to control what happens to them as community members. An organization's leaders and members must be flexible in developing innovations and setting levels at which these changes will achieve institutionalization. Contains 75 references and an index. (GLR)

ED 358 810 HE 026 561

Smith, Rosslyn M. And Others

Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education. ASHE-ERIC Higher Education Report No. 8, 1992.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-21-4; ISSN-0884-0040

Pub Date—92

Contract—RI88062014

Note—141p.; For a digest based on this report, see HE 026 563.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One DuPont Circle, Suite 630, Washington, DC 20036-1186 (single copy prices, including 4th class postage and handling, are $17 regular and $12.75 for members of AERA, AAHE, AIR, and ASHE).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Communication Problems, Educational Legislation, Evaluation Methods, *Foreign Students, Graduate Students, Higher Education, *Inservice Teacher Education, Instructional Improvement, *Language Proficiency, Postsecondary Education, Research Needs, Speech Communication, Teacher Evaluation, *Teacher Improvement, *Teaching Assistants, Undergraduate Study

Despite complaints from undergraduate students concerning language and pedagogical skills of international teaching assistants (ITAs), institutions of higher education continue to appoint ITAs to teach. Legislative mandates have appeared to assess and improve language and pedagogical skills of ITAs, and the academies have likewise responded with workshops and seminars. Program models for ITA development differ in length and intensity but are usually of three types: orientation, pre-term, or concurrent. Assessment instruments used for screening ITAs include commercially produced tests, oral interviews, communicative performance tests, and teaching simulations. While research is being conducted on ITA communication effectiveness, more research is needed in the following areas: (1) classroom characteristics; (2) methods and materials facilitating ITA training and assessment; (3) personal and professional results of training on ITAs; (4) effective intercultural orientation; (5) appropriate assessment and training for international faculty members; and (6) how institutions define and identify ITAs and the impact of ITA training and assessment on institutional goals for internationalization and multiculturalism. University administrators can support these training and assessment efforts by developing clearly defined and fair policies involving ITA training and assessment and enforcing them, providing stable and adequate program funding, and supporting scholarships focusing on the issues raised by ITA assessment and training. Contains approximately 300 references and an index. (GLR)

ED 358 811 HE 026 562

Curry, Barbara K.

Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-7

Pub Date—Nov 92

Contract—RI88062014

Note—4p.; For the full length report, see HE 026 560.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

BEST COPY AVAILABLE

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adoption (Ideas), *Change Strategies, *College Planning, Collegiality, Educational Change, *Educational Innovation, Higher Education, Improvement, Leadership Responsibility, *Organizational Change, Organizational Communication, *Participative Decision Making, Postsecondary Education
Identifiers—ERIC Digests, Learning Communities
This digest summarizes a longer document with the same title concerning the introduction of enduring innovations into a higher education organization. Organizational change involves three steps: (1) mobilization, (2) implementation, and (3) institutionalization. Without institutionalization, the innovation is likely to be terminated no matter how well it is communicated and implemented. Factors influencing longevity of innovations include the intensity of direction and support from organizational leaders, the need for proper communication and decision making to discover the innovation's essential features for clearer identification and analysis, and the need for the innovation to be challenged in order to test its necessity and appropriateness for organizational improvement. Learning organizations can become innovative communities (where such innovation results in productive behavior) if organizational members are properly informed, thus allowing them to control what happens to them as members of the community. An organization's leaders and members must be flexible in developing innovations and setting levels at which these changes will achieve institutionalization. (GLR)

ED 358 812 HE 026 563
Smith, Rosslyn M. And Others
Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-8
Pub Date—Dec 92
Contract—RI88063014
Note—4p.; For the full length report, see HE 026 561.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Problems, Educational Legislation, Evaluation Methods, *Foreign Students, Graduate Students, Higher Education, *Inservice Teacher Education, Instructional Improvement, *Language Proficiency, Postsecondary Education, Research Needs, Speech Communication, Teacher Evaluation, *Teacher Improvement, *Teaching Assistants, Undergraduate Study
Identifiers—ERIC Digests
This digest summarizes a longer document with the same title that discusses the problem of using, training, and assessing international teaching assistants (ITAs) in undergraduate education. Legislative mandates have appeared to assess and improve language and pedagogical skills of ITAs, and academies have likewise responded with workshops and seminars. Assessment instruments used for screening ITAs include commercially produced tests, oral interviews and communicative performance tests, and teaching simulations. More ITA communication research is needed in the following areas: (1) classroom characteristics; (2) methods and materials facilitating ITA training and assessment; (3) personal and professional results of training on ITAs; (4) effective intercultural orientation; (5) appropriate assessment and training for international faculty members; and (6) how institutions define and identify ITAs and the impact of ITA training and assessment on institutional goals for internationalization and multiculturalism. University administrators can support these training and assessment efforts by developing clearly defined and fair policies involving ITA training and assessment and enforcing them, providing stable and adequate program funding, and supporting scholarships focusing on the issues raised by ITA assessment and training. (GLR)

IR

ED 351 007 IR 015 869
Willis, Barry
Instructional Development for Distance Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-9
Pub Date—Nov 92
Contract—RI88062008
Note—4p.; Digest based in part on "Distance Education: A Practical Guide" (Barry Willis, 1993).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, *Distance Education, Educational Objectives, Educational Technology, *Evaluation Methods, Formative Evaluation, *Instructional Design, *Instructional Development, *Instructional Systems, Material Development, Models, Needs Assessment, Summative Evaluation
Identifiers—ERIC Digests
Instructional development provides a procedure and framework for systematically planning, developing, and adapting instruction based on identifiable learner needs and content requirements, a process essential in distance education. Although instructional development models and processes abound, the majority follow the same basic stages of design, development, evaluation, and revision. While it is possible, even appropriate on occasion, to shorten the process after considering the needs of the learner, it should be done only after considering the requirements of the content and the constraints facing both teacher and students. Adhering to sound principles of instructional development will provide a process and procedural framework for addressing the instructional challenges that will surely arise. This digest describes the four basic stages of the process in detail: (1) Design Stage–gather information, define the problem, understand distant learners and their needs, establish instructional goals and objectives; (2) Development Stage–create a content outline and student-relevant examples, review course content and strategies, develop and select materials and delivery methods; (3) Evaluation Stage–formative, summative, quantitative and qualitative methods; and (4) Revision Stage–resulting from the evaluation process. (Contains 8 references.) (ALF)

ED 351 008 IR 015 870
Willis, Barry
Strategies for Teaching at a Distance. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-8
Pub Date—Nov 92
Contract—RI88062008
Note—4p.; Digest based in part on "Distance Education: A Practical Guide" (Barry Willis, 1993).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Delivery Systems, *Distance Education, Educational Planning, *Educational Strategies, Educational Technology, Needs Assessment, Nontraditional Education, Teacher Student Relationship, *Teaching Methods
Identifiers—ERIC Digests
Effective teaching at a distance is more the result of preparation than innovation. The distance educator can employ a number of strategies focusing on planning, student understanding, interaction, and teaching to ensure a successfully delivered course. This digest discusses six topics in teaching at a distance: (1) What's Different about Distance Teaching?–lack of visual cues, use of technological devices, lack of spontaneous class discussion; (2) Why Teach at a Distance?–opportunities to reach a wider audience, meet the needs of learners, involve outside speakers; (3) Improving Planning and Organization–the core content remains basically unchanged, although its presentation requires new strategies and additional preparation time; (4) Meeting Student Needs–adapt the delivery system to best motivate and meet the needs of the students so that they can quickly become comfortable with the nature of teaching and learning at a distance; (5) Improving Interaction and Feedback–using effective interaction and feedback strategies will enable the instructor to identify and meet individual student needs while providing a forum for suggesting course improvements; and (6) Use Effective Distance Teaching Skills–this requires enhancing existing skills rather than developing new ones. (Contains 7 references.) (ALF)

ED 351 009 IR 015 873
McLaughlin, Pamela
Computer Applications in Education: The Best of ERIC 1991.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-36-8
Pub Date—Aug 92
Contract—RI88062008
Note—106p.; For the 1990 report, see ED 345 715.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse, NY 13244-2340 (IR-95, $10 plus $2 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Abstracts, Adult Education, Annotated Bibliographies, Artificial Intelligence, *Computer Assisted Instruction, Computer Assisted Testing, *Computer Literacy, Computer Networks, Computer Simulation, *Computer Software, Computer Software Evaluation, Computer Uses in Education, Disabilities, Disadvantaged Environment, Elementary Secondary Education, Ethics, Interactive Video, Media Research, *Microcomputers, Preschool Education
Identifiers—ERIC
This annotated bibliography is the sixth annual compilation of the abstracts of 228 documents added to the ERIC database during the year 1991 in the area of computer applications in elementary and secondary schools. The types of materials included are administrator guides, bibliographies, conference papers, evaluative reports, literature reviews, program descriptions, research reports, and teaching guides. The material is presented in four major sections: (1) Computer Assisted Instruction Overview Documents–24 documents of general discussions on the topic; (2) Special Applications–78 documents divided into 14 categories: Artificial Intelligence/Expert Systems, Cognitive Processing/Thinking Skills, Computer Literacy, Computer Networks, Computer Equity, Counseling and Guidance, Courseware and Software, Ethics, Interactive Video, Keyboarding, Logo, Management/Administration, Conference Proceedings, Research, Simulation, and Testing; (3) Subject Areas–85 documents concerned with computer applications in the areas of business, English as a Second Language and foreign languages, language arts, mathematics, music, reading, science, social studies, vocational education, and writing; (4) Special Populations–37 documents on computer applications for adult education, disabled learners, disadvantaged learners, gifted students, and early childhood education. Individual documents are presented alphabetically by author, or title when no personal author is available, within each section. Each entry includes the title and author of the document, information on price, and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical title of authors and information on ordering ERIC documents are included. (ALF)

ED 352 066 IR 054 430
Brandhorst, Ted, Ed.
ERIC Administrative Bulletin (EAB), January 1988-January 1993.
ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Educational Resources Information Center (ED), Washington, DC.
Pub Date—93
Contract—RI89002001
Note—1,938p.; For earlier EAB volumes, see ED 288 562. The EAB is issued every 2-3 months, depending on available material. This compilation includes the 21 issues published during the 5-year

period January 1988-January 1993.
Journal Cit—ERIC Administrative Bulletin; v12-17(n1) 1988-1993
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF17/PC78 Plus Postage.
Descriptors—•Clearinghouses, •Databases, Information Dissemination, Information Services, •Information Systems
Identifiers—•ERIC
The ERIC Administrative Bulletin (EAB) is the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. All EAB articles are reviewed and approved by the ERIC Program Office before publication. The EAB is distributed solely within the ERIC system (approximately 20 contractors) and is intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Major categories for announcements are: Action Items; Network News; Vendors News, International News; Personnel; Clearinghouse Publications; Meetings Participated In. All new forms and all major reports commonly are included as attachments to EAB issues. (WTB)

ED 352 067 IR 054 431
ERIC Users' Interchange, February 1988-March 1993.
ACCESS ERIC, Rockville, MD.
Spons Agency—Educational Resources Information Center (ED), Washington, DC.
Pub Date—93
Contract—RI88062008
Note—233p.; Formerly titled "Interchange". For previous issues, see ED 233 745. No issues were published during the 5-year hiatus July 1983-February 1988. This compilation includes the 8 issues published during the 5-year period February 1988-March 1993.
Available from—Access ERIC, 1600 Research Blvd., Rockville, MD 20850 (Free).
Journal Cit—ERIC User's Interchange; Feb 1988-Mar 1993
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—•Databases, Information Dissemination, Information Retrieval, Information Services, Information Systems, Microfiche, Newsletters, Search Strategies
Identifiers—•ERIC
The Interchange newsletter is prepared semiannually by the staff of Access ERIC in order to communicate matters of interest to users of the ERIC database and of other ERIC products and services. The newsletter disseminates a broad spectrum of information pertaining to ERIC, including: price changes, microfiche products, ERIC Clearinghouse news, search strategies, education-related databases, referral information, national-level educational studies, microcomputer news related or extendable to ERIC, new ERIC data elements, lexicographic news, user survey data, new publications and products, etc. (WTB)

ED 352 955 IR 015 925
Education-Community-Business Partnerships. The ERIC Review.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-92-5024; ISSN-1065-1160
Pub Date—92
Note—33p.; For the previous issue, see ED 343 583.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (subscription free; obtain back issues from EDRS).
Journal Cit—ERIC Review; v2 n2 Fall 1992
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—•Education Work Relationship, Elementary Secondary Education, Higher Education, Literacy, •Parent School Relationship, •School Business Relationship, •School Community Relationship, Urban Schools
Identifiers—ERIC, Partnerships in Education
The ERIC Review is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue examines education-community-business partnerships via two principal articles: "Collaboration To Build Competence: The Urban Superintendents' Perspective," by Terry A. Clark; and "Higher Education-Business Partnerships: Development of Critical Relationships," by Diane Hirshberg. In addition the following features are provided: (1) Recent Federal Partnership Initiatives; (2) Partnership Resource List, which includes organizations and associations, clearinghouses, and federal agencies; (3) General Reading List, which provides an annotated bibliography of 41 titles; (4) a research article, "School-to-Work Transition: Its Role in Achieving Universal Literacy," by Susan Imel; and (5) an annotated list of 33 new publications produced by the ERIC clearinghouses and the Office of Educational Research and Improvement. (ALF)

ED 354 884 IR 016 016
Brandhorst, Ted
The Educational Resources Information Center (ERIC).
ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Note—28p.; Submitted for publication in the "Encyclopedia of Library and Information Science," Vol. 51, Suppl. 14, p208-225, 1993. Allen Kent, Ed., Marcel Dekker, Inc., 270 Madison Ave., New York, NY 10016.
Pub Type— Historical Materials (060) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—•Bibliographic Databases, Clearinghouses, Decentralization, Educational Research, Federal Programs, Futures (of Society), Information Dissemination, •Information Services, Publications
Identifiers—Chronology, Document Delivery, •Educational Information, •ERIC, Historical Background
This paper begins with an overview of ERIC that provides background on the system's decentralized structure, the bibliographic database, document availability, and ERIC publications. The historical development of ERIC from the early 1960s is described and illustrated with a chronology of selected major ERIC events from 1965 to 1991 and a table listing directors and host organizations of Central ERIC, the ERIC Clearinghouses and the ERIC Support Contractors during the same period. Three strategies that contributed to the evolution of ERIC are then discussed: decentralized structure, leveraging with the private sector to achieve database dissemination, and document delivery as an essential service. Policy emphases identified by a 1986-87 redesign study of ERIC are listed, together with strategies for accomplishing these goals; and a review of the current status of the system is given in the form of a statistical summary covering funding, acquisitions, database input, microfiche distribution, publications, information requests, database users, and service providers through the year 1991. That same year was also the year of ERIC's 25th anniversary, and the article concludes with a consideration of ERIC initiatives for the rest of the 1990s, including: the identification, development, and dissemination of materials pertaining to the national education goals; full-text delivery of education materials; diversification of funding sources; coverage and delivery of non-print materials; expanded international activities; the promotion of increased collaboration through the activities of the ERIC Research and Development Partners; greater comprehensiveness of bibliographic coverage; and value-added services. (Contains 10 references.) (MSE)

ED 354 903 IR 054 433
Eisenberg, Michael B.
Networking: K-12. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-10
Pub Date—Dec 92
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication (Thought Transfer), •Computer Networks, Computer Uses in Education, Electronic Mail, Elementary Secondary Education, •Information Networks, •Instructional Innovation, Resources, •Telecommunications, •Teleconferencing
Identifiers—ERIC Digests
Long distance, or wide area, computer networking can change teaching and learning dramatically. Teachers and students with access to a computer, a modem, and phone lines are freed from the physical limits of a school building and time schedules. They can communicate with peers and gain access to electronic resources, making individualized instruction and personal inquiry the norm. Network users can undertake three primary activities: electronic mail, computer conferencing, and accessing information from remote sources. Electronic mail enables teachers and learners to exchange information locally and worldwide. Network communication also makes it easy for groups of people to work cooperatively and share information without having to be in close physical proximity. Examples of information from remote sources available to students include research data and services related to drug and alcohol abuse from California's Drug and Alcohol Abuse Prevention Net, text of Supreme Court decisions, information on space flights and space science, and the full text of selected books through Project Gutenberg. User manuals, classes, and general reference works can help users master the basics of networking, including how to operate the computer, modem, and telecommunications software; how to connect to and communicate with a computer already linked to the network; and how to use the network to communicate with others. Finding a network with which to connect is not always easy. Options include local bulletin board systems, college and university systems, statewide and regional systems, school computer facilities, and commercial vendors. Brief descriptions and contact information for six network resources are included. (Contains 10 references.) (KRN)

ED 355 940 IR 016 110
K-12 Computer Networking.
ACCESS ERIC, Rockville, MD.; Educational Resources Information Center (ED), Washington, DC.
Report No.—ERIC-93-5015; ISSN-1065-1160
Pub Date—93
Note—33p.; For previous issue, see ED 352 955.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (subscription free; obtain back issues from EDRS).
Journal Cit—ERIC Review; v2 n3 Win 1993
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, •Computer Networks, Elementary Secondary Education, Federal Programs, •Information Networks, Science Instruction, Science Teachers, State Programs
Identifiers—ERIC
The "ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores computer networking in elementary and secondary schools via two principal articles: "Plugging into the 'Net'" (Michael B. Eisenberg and Donald P. Ely); and "Computer Networks for Science Teachers" (Kimberly S. Roempler and Charles R. Warren). In addition, the following features related to networking are pro-

vided: (1) perspectives of three network users; (2) descriptions and contact information for federal K-12 computer network initiatives; (3) a list of 27 K-12 computer networking resources; (4) a K-12 computer networking reading list containing 19 annotated references; and (5) an annotated list of 25 new publications produced or distributed by the ERIC Clearinghouses. (MES)

ED 355 974 IR 054 539
Brandhorst, Ted, Ed.
The Educational Resources Information Center (ERIC): An Annotated Bibliography of Documents and Journal Articles about ERIC (Covering the Period 1960-1992).
ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 93
Contract—RI89002001
Note—159p.; Supersedes earlier editions: ED 169 955, ED 262 784, and ED 308 874.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Abstracts, Agency Role, Annotated Bibliographies, *Bibliographic Databases, Citations (References), Early Childhood Education, *Educational Research, Educational Resources, Elementary Secondary Education, Indexes, Literature Reviews, *Online Searching, Online Systems, Optical Data Disks, Postsecondary Education, Research Reports, Technological Advancement
Identifiers—*ERIC
As producer of one of the earliest, most economical, and frequently searched machine-readable databases, the Educational Resources Information Center (ERIC) has been frequently studied and has figured heavily in the growth of online searching and in evaluations of the relatively new medium of bibliographic databases on compact disk (CD-ROM). This annotated bibliography represents the results of a comprehensive search for documents and journal articles written about ERIC published from 1960 through 1992. It contains 689 citations (574 referring to items in the ERIC database and 115 to items not in the database), adding 182 new citations to those listed in previous editions. The bibliography is arranged in descending order of accession number, with the most recent material listed first. Document resumes are included for entries in "Resources in Education" one of ERIC's two monthly publications, and journal article resumes are included for entries from the other monthly publication, "Current Index to Journals in Education." Subject, author, and institution indexes are included. An addendum lists references to items not in the ERIC database. ERIC clearinghouses and other network components are listed, and an order form is included for the ERIC Document Reproduction Service. (SLD)

ED 358 840 IR 016 147
Dodge, Bernard J.
School-University Partnerships and Educational Technology. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-3
Pub Date—Jun 93
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, *Distance Education, Educational Planning, Educational Research, *Educational Technology, Elementary Secondary Education, Higher Education, *Partnerships in Education, *Program Implementation, Research and Development, *Staff Development
Identifiers—ERIC Digests
Current thinking and practice involving the use of educational technology in collaborative activities between schools and universities are described. The most successful partnerships have been those in which both parties planned and prepared themselves well before starting. Adequate resources were allocated, and mutual respect between the partners was nurtured. This digest describes four categories of partnerships involving educational technology: (1) staff development about technology; (2) staff development with distance education as a medium; (3) research on educational technology, with the joint goals of benefit to both sides; and (4) the development of new educational tools. Some examples of partnerships in each of these areas are given. Specific recommendations are provided for successful partnerships, focusing on joint goals and reciprocal exchanges. (Contains 15 references.) (SLD)

ED 358 841 IR 016 169
Romiszowski, Alexander
Telecommunications and Distance Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-2
Pub Date—Jun 93
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Broadcast Television, *Computer Assisted Instruction, Cost Effectiveness, *Distance Education, *Educational Technology, Electronic Equipment, Elementary Secondary Education, Higher Education, Information Technology, Models, *Multimedia Instruction, *Technological Advancement, *Telecommunications, User Needs (Information)
Identifiers—ERIC Digests
The print-based model of distance education through correspondence continues to be used, but is being supplemented and, in some cases, replaced, by other media. A second generation of distance education in the 1960s and 1970s was characterized by reliance on open broadcasting, supported by correspondence instruction and print materials. A third generation has been characterized by teleconferencing systems, and society is now entering a fourth phase of development of distance education based on the integrated use of new developments in telecommunications and computing, characterized by the integrated use of remote study materials supported by computer-based multimedia teleconferencing. New technologies are ensuring that it will be possible to adapt to telecommunications-based communication easily and at acceptable cost. Research suggests that these new technologies are capable of delivering effective instruction. One potential benefit of the integrated networks is that they may be user-driven, with groups of students forming because of common interests and with instruction responding rapidly to the demands of society. (Contains 23 references.) (SLD)

ED 358 864 IR 054 589
Pugh, Elizabeth, Comp. Brandhorst, Ted, Comp.
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database through March 1993.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 93
Contract—RI89002001
Note—382p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Databases, *Documentation, Early Childhood Education, *Educational Research, Elementary Secondary Education, Higher Education, *Information Dissemination, Postsecondary Education, Resource Materials, Synthesis
Identifiers—ERIC, ERIC Clearinghouses, *ERIC Digests
Digests prepared by clearinghouses of the Educational Resources Information Center (ERIC) began to emerge seriously in 1984 as one of the most desirable and popular products of the various clearinghouses. Although ERIC Digests were not initially listed in the ERIC database because of their brevity, today they are entered routinely. This bibliography contains resumes for all digests entered into the database through March 1993, a total of 1,321 digests. Resumes as presented in the database are sorted in descending order by ED number, placing the most recent first. Subject and author indexes are included. Appendixes contain: (1) the names, addresses, telephone numbers, and brief scope notes of ERIC clearinghouses (ERIC Ready Reference 6); (2) a description of ERIC Digests (ERIC Ready Reference 9); (3) an alphabetical title list of digests (ERIC Ready Reference 10A); (4) a complete list of digests by clearinghouse (ERIC Ready Reference 10B); and (5) an accession number list of 1,062 ERIC Digests available in full text via online and CD-ROM systems. (SLD)

ED 358 865 IR 054 591
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1992. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1992.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 93
Contract—RI89002001
Note—101p.; For the 1991 edition, see ED 348 053.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, State of the Art Reviews
Identifiers—*Educational Information, *ERIC
This annotated bibliography provides citations, abstracts, and indexes for the 275 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1992. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1992) shows the number of publication included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Language and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/ Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

ED 358 870 IR 054 622
Hancock, Vicki E.
Information Literacy for Lifelong Learning. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-1
Pub Date—May 93
Contract—RI88062008
Note—4p.

Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Citizenship Education, Education Work Relationship, Elementary Secondary Education, Futures (of Society), Information Dissemination, *Information Literacy, Information Retrieval, Information Utilization, Lifelong Learning, Nontraditional Education, Student Responsibility, Teacher Role, *User Needs (Information)
Identifiers—ERIC Digests, *Information Skills, Resource Based Learning

Information literacy requires that the learner recognize the need for information, be able to identify and locate it, gain access to it, and then evaluate the quality of the information received before organizing it and using it effectively. In an information literate environment students engage in active and self-directed activities. Information literacy thrives in a resource-based learning environment in which students and teachers make decisions about appropriate sources of information and how to access them. Information literacy benefits students by counteracting the information dependency created by traditional schooling and sets the teacher free to become the facilitator of interaction at the small-group or individual level. Information literate students are more effective consumers of information resources, and become better-prepared citizens, who know how to use information to their best advantage in work and everyday life. The workplace of the future will also demand information literate workers. An early commitment to learning as a process will enable the worker of the future to function effectively. (Contains eight references.) (SLD)

ED 358 871 IR 054 623
Carton, Debbie Yumiko
Public Libraries and Cultural Diversity. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-11
Pub Date—May 93
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Cultural Awareness, *Cultural Differences, Cultural Pluralism, Demography, *Ethnic Groups, Librarians, Library Collection Development, Library Development, *Library Services, Minority Groups, *Multicultural Education, *Public Libraries, *Resource Materials, Social Change, Urban Culture, Users (Information)
Identifiers—California (Berkeley), California (San Jose), ERIC Digests, Examples, Language Minorities, *Multicultural Materials

Libraries nationwide are serving increasingly diverse communities as the changing face of America is reflected in the changing information needs of diverse patrons. A key issue in serving the multicultural community is adopting a revised version of collection development. Materials in the native languages of ethnic and language minorities, biographies representing different ethnicities, and resources for the young are necessary. A commitment to expanding their own cultural awareness is required for library administrators and librarians. The commitment to improving service to diverse communities must be reflected in the mission statements and objectives of libraries. In addition, library staff must represent the diversity of the community. Case studies of multicultural efforts at the Berkeley (California) Public Library and the San Jose (California) Public Library illustrate some ways in which the library can reach out to the diverse community. When a library has insufficient diversity among staff members, members of ethnic communities should be invited to serve as resources and advisors to the library. (Contains 14 references.) (SLD)

JC

ED 349 041 JC 920 417
Lombardi, John Cohen, Arthur M., Ed.
Perspectives on the Community College: Essays.
American Association of Community and Junior Colleges, Washington, D.C.; American Council on Education, Washington, D.C.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-87117-240-2
Pub Date—92
Contract—RI88062002
Note—210p.
Available from—Publications Department PCC, American Council on Education, One Dupont Circle, Washington, DC 20036 ($24.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Administrator Responsibility, Administrator Role, Anthologies, *College Administration, College Curriculum, *College Faculty, College Transfer Students, *Community Colleges, Community Services, Continuing Education, *Educational Finance, Part Time Faculty, Two Year Colleges, *Two Year College Students, Vocational Education
Identifiers—ERIC Clearinghouse for Junior Colleges

The essays in this collection were written by John Lombardi during the 1970s while he was a resident scholar at the ERIC Clearinghouse for Junior Colleges. Following a foreword on Lombardi's life and work by a son and two daughters, John V., Mary Luciana, and Janice P. Lombardi, is an introduction by Arthur M. Cohen giving highlights of Lombardi's approach to his work and summarizing the introductory comments state that the 10 essays presented in this book, all of which were chosen for their relevance to issues facing contemporary community college leaders and students aspiring to leadership positions. The first essay, "Riding the Wave of New Enrollments" discusses the periodic increases and declines in two-year college enrollment and the ways that college leaders attempt to sustain the enrollments on which their funding is based. "Critical Decade for Community College Financing" provides an analysis of the perennial issues in sustaining college finances and offers a review of the feasibility of stratagems for maintaining a constant flow of dollars into the institution. Three essays respectively entitled "Faculty Workload," "The Ambiguity of the Part-Time Faculty," and "Role of the Department Chairman in Improving Instruction" address key aspects of managing faculty. The next four essays, "A New Look at Vocational Education," "Four Phases of Developmental Education," "The Decline of Transfer Education," and "The Two-Year College Student and Community Services," analyze central areas of the community college curriculum. The last essay, "Student Activism," looks at the effects on and responses to activism on college campuses. Finally, Arthur M. Cohen offers a summary and update of trends in each area addressed by Lombardi in a concluding chapter entitled "A Contemporary View of the Issues." A comprehensive bibliography of Lombardi's writings is included. (MAB)

ED 351 047 JC 920 508
Pavel, D. Michael Colby, Anita Y.
American Indians in Higher Education: The Community College Experience. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-03
Pub Date—Sep 92
Contract—RI88062002
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, *American Indians, College Role, Community Colleges, *Community Education, *Cultural Context, Educational Philosophy, Equal Education, Instructional Innovation, Models, Nontraditional Education, Outreach Programs, *Student Personnel Services, Two Year Colleges
Identifiers—ERIC Digests, *Tribally Controlled Colleges

The educational approaches, programs, and services developed for American Indians at both tribal colleges and non-tribal community colleges can be used as models by other institutions seeking to serve minority populations better. The community college is an important avenue for American Indians pursuing postsecondary degrees; in 1988, 50,400 of the 92,000 American Indians enrolled in higher education were attending two-year colleges, and associate degrees constituted nearly 40% of the total number of degrees conferred to American Indians in 1989-90. While several of the 25 tribal colleges award baccalaureate and master's degrees, and one is a university, these institutions, like community colleges, are among the most community-responsive in higher education. The success of tribal colleges can be attributed to their combining distinctive cultural elements with a pragmatic approach to education. Because instructors act as agents of Indian history, language, and culture, students learn that their communities' beliefs have great value, while simultaneously acquiring the skills necessary for future educational and occupational endeavors. Tribal colleges also experiment with culturally conscious approaches to instruction, emphasizing visual and cooperative learning. Among the non-Indian community colleges that have been especially responsive to Indian students are: (1) San Juan College (New Mexico), which has developed a set of interrelated services that attract and retain American Indians; (2) American River College (California), which has created the Mathematics, Engineering, and Science Achievement/Minority Engineering Program; and (3) Truman College (Illinois), which has developed the Institute for Native American Development. (MAB)

ED 351 079 JC 920 558
Hsiao, Karin Petersen
First-Generation College Students. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-00-04
Pub Date—Nov 92
Contract—RI88062002
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, *College Preparation, Community Colleges, *Educationally Disadvantaged, Family Characteristics, *Nontraditional Education, Nontraditional Students, Program Descriptions, School Holding Power, Student Adjustment, Student Educational Objectives, *Student Personnel Services, Two Year Colleges, *Two Year College Students
Identifiers—ERIC Digests, *First Generation Students

As a college degree becomes increasingly important for individuals seeking employment, the numbers of first-generation students continues to grow. With the first-generation student pool comprised largely of members of working class families, ethnic minorities, women, and or adults, community colleges have always viewed first-generation students as a primary clientele. One of the greatest challenges confronted by first-generation students is that college attendance represents a departure from the pattern established by family and friends, who may in turn become non-supportive or obstructionist. This problem can be particularly difficult for traditional-age students who continue to live at home. First-generation students are often less well prepared for college than their classmates from college-educated families. In addition to being less prepared academically, such students often have insufficient knowledge of time-management techniques; the economic realities of college life; and the impersonal, bureaucratic nature of educational institutions. Among the strategies which colleges can employ to assist first-generation students are: (1) specialized outreach, tutoring, and mentoring programs; (2) bridge programs, linking high schools and post-secondary institutions to help students confront the obstacles to successful college preparation; and (3) college-orientation classes reviewing practical skills, college procedures, and available support services. For first-generation adult students, suggested instructional strategies include placing an emphasis on critical and analytical thinking skills, and offering interdisciplinary courses centered on specific themes. (PAA)

ED 353 022 JC 930 053
Ignash, Jan M.
ESL Population and Program Patterns in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-05
Pub Date—Dec 92
Contract—RI88062002
Note—3p.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *English (Second Language), *Enrollment Trends, Foreign Students, Limited English Speaking, *Program Descriptions, Program Design, *Student Characteristics, Two Year Colleges, Two Year College Students, Vocational English (Second Language)
Identifiers—ERIC Digests
Recent trends in immigration and foreign student enrollments are placing a growing demand on community colleges for English-as-a-Second-Language (ESL) instruction. A 1991 study of course sections at 164 two-year colleges nationwide revealed that ESL had grown from 30% of all foreign language courses offered in 1983 to 51% in 1991, and that the number of colleges offering ESL courses had grown from 26% in 1975 to 40% in 1991. ESL students tend to be concentrated in urban areas, and, frequently, foreign students from a particular language group settle in the same geographic area, making it easier for community colleges to profile their local ESL populations. The educational backgrounds of ESL students range from those unable to read and write in their native language to students with college degrees. Given the varied backgrounds of ESL students, community colleges have often developed ESL programs that respond to the specific needs of their local ESL population. Clark College in Washington established one ESL program for foreign students, and a separate ESL program for American immigrant and limited English proficient students. Most commonly, ESL programs include instruction in listening comprehension, speaking, reading, writing, and grammar. Vocational ESL programs, which weave English language skills into vocational subject areas, have also been established at a number of two-year colleges. ESL students often require special assistance to complete transfer and vocational programs. To address the language-related problems of its growing ESL population, Golden West College in California established a volunteer program to provide guidance in such areas as study skills, note-taking, self-esteem, and dealing with social service agencies. (PAA)

ED 353 027 JC 930 062
Kroll, Keith, Ed.
Maintaining Faculty Excellence. New Directions for Community Colleges, Number 79.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-730-8; ISSN-0194-3081
Pub Date—92
Contract—RI88062002
Note—113p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101 ($15.95).
Journal Cit—New Directions for Community Colleges; v20 n3 Fall 1992
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Classroom Techniques, *College Faculty, Community Colleges, Faculty College Relationship, *Faculty Development, Faculty Promotion, Faculty Workload, *Instructional Effectiveness, Instructional Improvement, Learning Theories, Models, *Preservice Teacher Education, *Student Centered Curriculum, Teacher Attitudes, Teacher Behavior, *Teacher Burnout, Teacher Recruitment, Teacher Retirement, Teacher Role, Two Year Colleges
Offering new perspectives on community college faculty recruitment and training, and on the renewal of current faculty, this journal issue contains articles on preservice training, faculty development, and teacher improvement. The following 10 chapters are included: (1) "Quo Vadis: Staffing the People's College 2000," by Michael H. Parsons, which discusses trends for the 1990s and the active role new faculty must take in the future; (2) "Expertise and Values: How Relevant Is Preservice Training?" by Joyce S. Tsunoda, highlighting problems and innovations in preservice education; (3) "The New Problem of Staff Development," by Martin B. Spear, Evan Seymour, and Dennis McGrath, which discusses ways to avoid weakening and fragmenting faculty and curricula in development efforts; (4) "Faculty Professionalism Reconsidered," by Jim Palmer, examining professionalism from institutional, scholastic, research, and pedagogical frames of reference; (5) "To Walk on Water: Challenges for Community College Faculty," by Nancy Armes LeCroy and Kay McClenney, which emphasizes assessment, diversity, learning, and skills in preparing faculty; (6) "Empowering Faculty Through Redefined Work Roles," by Richard L. Alfred and Vincent Linder, focusing on planned preservice and inservice education; (7) "Down from the Podium: Preparing Faculty for the Learner-Centered Classroom," by Melissa Sue Kort, which suggests four methods to achieve a learner-centered environment; (8) "Using a Developmental Model of Maturity to Enhance Student-Centered Teaching," by Don G. Creamer, which stresses setting course goals and choosing interactive teaching strategies; (9) "Confronting Diversity in the Community College Classroom: Six Maxims for Good Teaching," by Rosemary Gillett-Karam; and (10) "Faculty Development and Renewal: Sources and Information," by Diane Hirshberg. (PAA)

ED 354 058 JC 930 108
Zwerling, L. Steven, Ed. London, Howard B., Ed.
First-Generation Students: Confronting the Cultural Issues. New Directions for Community Colleges, Number 80, Winter 1992.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-731-6; ISSN-0194-3081
Pub Date—92
Contract—RI88062002
Note—122p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101 ($15.95).
Journal Cit—New Directions for Community Colleges; v20 n4 Winter 1992
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Students, American Indians, Asian Americans, Community Colleges, *Cultural Influences, *Cultural Pluralism, Hispanic Americans, *Minority Groups, *Nontraditional Students, Postsecondary Education, Program Descriptions, *Social Influences, *Special Needs Students, Student Needs, Two Year Colleges, Two Year College Students
Focusing on the cultural issues facing students who are the first in their families to attend college, this volume addresses the difficulties in bridging the two worlds of college and home and describes campus programs to help students overcome cultural barriers. The issue contains the following chapters: (1) "Transformations: Cultural Challenges Faced by First-Generation Students," by Howard B. London; (2) "Discordant Voices in the Urban Community College," by Lois Weis, discussing conflicts between students of different races, between middle-class faculty and poor students, and between male and female students; (3) "Helping First-Generation Minority Students Achieve Degrees," by Richard C. Richardson, Jr., and Elizabeth Fisk Skinner, offering ideas on optimizing first-generation minority students' education; (4) "First-Generation Adult Students: In Search of Safe Havens," by L. Steven Zwerling, highlighting the unique problems faced by adult first-generation students; (5) "From the Barrio to the Academy: Revelations of a Mexican American "Scholarship Girl," by Laura I. Rendon, giving a personal account of a Mexican-American first-generation student; (6) "Reflections: Bridging Cultures," by Julia Lara, describing a Latina student's attempts to negotiate the gulf between her traditional Dominican culture and modern American society; (7) "The Challenge of First-Generation College Students: A Miami-Dade Perspective," by Eduardo J. Padron, discussing programs at the nation's largest two-year college; (8) "Transforming Educational Dreams into Educational Reality," by John Chaffee, discussing LaGuardia Community College's efforts for diversification; (9) "Tribal Colleges: A Success Story," by Wayne J. Stein, discussing special programs at 24 tribally controlled two-year colleges; and (10) "Issues of Curriculum and Community for First-Generation Asian Americans in College," by Peter Nien-chu Kiang. (MAB)

ED 354 958 JC 930 128
Raisman, Neal A., Ed.
Directing General Education Outcomes. New Directions for Community Colleges, Number 81, Spring 1993.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-686-7; ISSN-0194-3081
Pub Date—93
Contract—RI88062002
Note—112p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($15.95; annual subscription, $48 individual, $70 institutions).
Journal Cit—New Directions for Community Colleges; v21 n1 Spr 1993
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Education, *Community Colleges, *Educational Change, *Educational Improvement, Educational Objectives, Educational Principles, *General Education, High Risk Students, Liberal Arts, Multicultural Education, Two Year Colleges, Vocational Education
The articles in this collection recommend ways of bringing greater direction and focus to community college general education and thereby enhancing the fulfillment of collegiate missions and augmenting student learning. The sourcebook contains: (1) "Toward a Second Wave of Reform," by Jerry G. Gaff, which reviews the general education reforms of the 1980's and recommends further steps in redesigning general education to meet learning needs; (2) "The De Facto State of General Education," by Neal A. Raisman, which reports on a study of the general education curricula at Michigan community colleges; (3) "General Education in the Community College: Developing Habits of Thought," by Judith S. Eaton, which suggests different approaches to general education for different types of students; (4) "Broadening Our Conception of General Education: The Self-Regulated Learner," by Claire E. Weinstein and Gretchen Van Mater Stone, which proposes that general education should help students become expert, lifelong learners; (5) "Teaching Values Through General Education," by R. Murray Thomas, which offers specific approaches and exercises to teach values; (6) "Globalizing General Education: Changing World, Changing Needs," by Douglas P. Sjoquist, which discusses techniques for internationalizing general education; (7) "General and Developmental Education: Finding Common Ground," by Thomas L. Franke, which offers models for bridging developmental and general education needs; (8) "General Education for At-Risk Students," by Laura I. Rendon and Janyth Fredrickson, which considers ways general education can be changed to ensure greater success for minorities; (9) "Vocational Education and General Education: New Relationship or Shotgun Marriage?" by James Jacobs, which discusses ways to unite general education and liberal arts and prepare students to enter technological careers; (10) "General Education in Occupational Programs: The Barriers Can Be Surmounted," by Carole Finley Edmonds, which focuses on improving communication between general and vocational education practitioners; and (11) "Sources and Information: General Education in the Community College," by Neal A. Raisman and Karin Petersen Hsiao, which presents an annotated bibliography of current literature. (MAB)

ED 357 811 JC 930 303
King, Margaret C., Ed.
Academic Advising: Organizing and Delivering Services for Student Success. New Directions for Community Colleges, Number 82, Summer 1993.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-687-2; ISSN-0194-3081
Pub Date—93
Contract—RI88062002
Note—122p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101 ($15.95).
Journal Cit—New Directions for Community Colleges; v21 n2 Sum 1993
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, *Academic Advising, College Transfer Students, Community Colleges, *Counseling Techniques, *Delivery Systems, *Educational Counseling, Educational Improvement, Ethnic Groups, Faculty Advisers, Intervention, Models, National Surveys, Program Descriptions, Program Effectiveness, School Holding Power, Two Year Colleges, Two Year College Students
Identifiers—Developmental Academic Advising

Offering new perspectives on academic advising in community colleges, this book defines developmental academic advising, describes the organization and delivery of advising services, and discusses key components of effective programs. The following 10 chapters are included: (1) "Developmental Academic Advising," by Thaddeus M. Raushi, defining developmental academic advising as a process which views students in the context of their whole life setting; (2) "Academic Advising, Retention, and Transfer," by Margaret C. King, highlighting the role of advising in student integration into college life; (3) "The Organization and Effectiveness of Academic Advising in Community Colleges," by Wesley R. Habley, describing findings of a national survey of advising program characteristics; (4) "Advising Models and Delivery Systems," by Margaret C. King, reviewing seven organizational models and five delivery systems; (5) "Adviser Training in the Community College," by Portia K. Weston, arguing that training activities improve student success and provide team-building staff development; (6) "Evaluation, Recognition, and Reward of Academic Advising," by Buddy Ramos; (7) "Advising the Two-Year Student: Considerations and Strategies," by Judith L. Sanford-Harris; (8) "Advising Multicultural Populations for Achievement and Success," by Thomas Brown and Mario Rivas, discussing challenges and strategies for advising students of different backgrounds; (9) "Intrusive Academic Advising," by Martha T. Garing, suggesting intervention strategies at specified times from admission to graduation; and (10) "Sources and Additional Information: Academic Advising in the Community College," by Karin Petersen Hsiao. (BCY)

ED 358 894 JC 930 328
Ignash, Jan
Describing the Non-Liberal Arts Community College Curriculum. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-06
Pub Date—Dec 92
Contract—RI88062002
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Allied Health Occupations Education, Business Education, College Credits, *College Curriculum, Community Colleges, *Course Content, Curriculum Research, Definitions, Interdisciplinary Approach, *Liberal Arts, Research Methodology, *Technical Education, Two Year Colleges, *Vocational Education
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests

While national trends in liberal arts course offerings in community colleges have been charted for many years, trends in non-liberal courses have not been similarly mapped. In an effort to gain a better understanding of the entire community college curriculum, the Center for the Study of Community Colleges (CSCC), in Los Angeles, California, augmented its 1991 study of the liberal arts with a study of non-liberal arts, using data from the same 164 community colleges. Non-liberal arts courses were counted and categorized using spring 1991 class schedules for the 164 participating colleges. Excluding laboratory courses, which were not included in the CSCC tally, 43.3% of the spring 1991 community college curriculum was devoted to the non-liberal arts. These classes were grouped into the following 10 course categories: business and office (24.6% of all courses); personal skills (19.1%); trade and industry (18.6%); technical education (18.1%); health occupations (10.2%); marketing and distribution (3.4%); education (2.5%); engineering technology (2%); agriculture (1.2%); and home economics (0.2%). The low percentage for home economics courses was due to the grouping of classes such as pattern design and culinary arts in the "trade and industry" category. A number of two-year college courses combine both liberal arts and non-liberal arts subject matters, such as those providing literacy skills in occupational courses, or truly interdisciplinary courses integrating two separate subject areas. (PAA)

ED 358 907 JC 930 381
Avalos, Juan Pavel, D. Michael
Improving the Performance of the Hispanic Community College Student. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-93-03
Pub Date—May 93
Contract—RI88062002
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Academic Persistence, Ancillary School Services, College Transfer Students, Community Colleges, Counseling Services, Educational Research, English (Second Language), *Hispanic Americans, Mentors, Program Descriptions, *Role Models, *School Holding Power, Two Year Colleges, Two Year College Students
Identifiers—*Enlace Project CA, *Puente Project CA

Community colleges play a major role in improving the access of Hispanic students to higher education, with roughly 56% of all college-going Hispanics attending these institutions. Relatively few however, have attained a postsecondary degree of any kind. A study of 145 community colleges found that Hispanic student retention was influenced by such factors as financial aid grants, career counseling into selective programs and participation in English-as-a-Second-Language (ESL) and Hispanic Studies classes. Two successful retention programs, the Puente Project and the Enlace program, incorporate multiple elements associated with increased Hispanic retention. The Puente Project is a state-wide community college program in California employing specially trained English instructors, Hispanic counselors, and Hispanic corporate professionals acting as mentors. The Enlace program at Evergreen Valley College (EVC) in California, extended the college's Puente Project to include a focus on improving math skills. A study conducted at EVC showed that between 1983 and 1986, Puente students had higher course completion rates in English, earned more degrees, and had higher transfer rates than other Hispanic students at the college. A study of Enlace students at EVC revealed higher math completion rates than the Hispanic general student population. Suggestions for improving Hispanic student transfer rates include strengthening of articulation agreements with four-year institutions, improving the peer support system, and increasing the representation of Hispanic role models in staff and administrative positions. (PAA)

ED 360 037 JC 930 451
Rifkin, Tronie
Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-93-02
Pub Date—Aug 93
Contract—RI88062002
Note—3p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Administrators, *Codes of Ethics, College Faculty, Community Colleges, *Conflict of Interest, *Educational Policy, Educational Trends, *Ethics, Faculty College Relationship, Integrity, Moral Values, National Surveys, Plagiarism, *Teacher Behavior, Two Year Colleges
Identifiers—ERIC Digests

The role of ethics in institutional management and instruction and the need for ethics codes have been identified as major issues currently facing community colleges in the United States. In general, ethics codes represent professional ideals, serving as guides for behavior and establishing principles of performance. A study was recently conducted by the Community College Studies Program at the University of California, Los Angeles and the Irvine Group (a group of prominent current and emeritus educators) of 2,500 two- and four-year colleges to identify existing administrator and faculty ethics codes. A total of 413 institutions provided usable responses, and only 36 of these institutions reported administrator ethics policies. With respect to community colleges, these policies tended to specify professional standards for conflict of interest, integrity, nepotism, and accountability. The most common issue covered in college faculty ethics codes was faculty responsibilities, occurring in 27 of 33 responding two-year colleges. In addition, most locally developed policies included a section concerning the ethical obligations of faculty as teachers. The survey also revealed a strong emphasis on faculty rights and conflict of interest. Only four community colleges submitted sexual harassment ethics codes, and no community college submitted a policy concerning ethics in research. In addition to institutional ethics statements, many collective bargaining agreements also detail the rights and responsibilities of faculty members. (PAA)

PS

ED 351 095 PS 020 528
Beane, James
Integrated Curriculum in the Middle School. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-2
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, *Curriculum Development, *Integrated Curriculum, Intermediate Grades, Junior High Schools, *Middle Schools, Teacher Student Relationship, *Thematic Approach
Identifiers—Early Adolescents, ERIC Digests, *Middle School Students

Recent debates among educators about the middle school curriculum involve three concepts: (1) middle school ought to provide a general education school in which the curriculum focuses on widely shared concerns of early adolescents and the larger world rather than specialization among separate subjects; (2) the curriculum ought to serve the students; and (3) adolescents should not be viewed as victims of their developmental stage. These concepts, along with the notion of curriculum integration, point to a vision for middle school curricula that addresses the questions adolescents have about themselves and their world, and questions shared by

adolescents and older people. This vision results in a curriculum organized around themes rather than artificial subject areas. The vision has been put into practice in the Marquette Middle School in Madison, Wisconsin. In this new curriculum vision, students are given a voice in curriculum planning. Meanings are created by students rather than imposed by adults. Knowledge and skill are removed from abstract subject categories. The curriculum integrates affect and cognition, and the curriculum is integrated and whole, rather than divided into blocks of time devoted to subject courses. Proposals for integrative curricula focus on the middle level because professionals at the middle level have been more involved in school reform than those at other levels. Six references are cited. (BC)

ED 351 146 PS 020 930
Hohensee, Julie Bisson Derman-Sparks, Louise
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-8
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bias, *Childhood Attitudes, Class Activities, *Classroom Environment, Cooperative Learning, Cultural Differences, *Curriculum Development, Early Childhood Education, *Learning Activities, *Multicultural Education, Parent Participation, Teaching Methods
Identifiers—ERIC Digests

An antibias curriculum seeks to nurture children's potential by addressing issues of diversity and equity in the classroom. Goals of antibias curricula are to foster children's self-identity, interaction with people from diverse backgrounds, critical thinking about bias, and ability to stand up for themselves in the face of bias. The first phase in the implementation of an antibias curriculum involves creating an appropriate climate in the classroom. In this phase, teachers raise their awareness of antibias issues that relate to themselves, learn what ideas their students have about diversity, evaluate the classroom environment for the messages it contains about diversity, and identify parents who would be willing to participate in changing the classroom environment. The second and third phases involve teachers' nonsystematic and then systematic incorporation into classroom instruction of activities that teach antibias attitudes. During these phases, parent participation should be increased. The fourth phase consists of an ongoing integration of an antibias perspective as a filter through which the teacher plans, implements, and evaluates all learning materials, class activities, and teacher interactions with children, parents, and staff. (BC)

ED 351 147 PS 020 937
Jewett, Jan
Aggression and Cooperation: Helping Young Children Develop Constructive Strategies. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-10
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aggression, Assertiveness, *Cooperation, Discipline, Family Influence, Hostility, Parent Child Relationship, *Peer Relationship, Preschool Education, *Social Development, Teacher Student Relationship, *Young Children
Identifiers—ERIC Digests

Aggression and cooperation, which represent two critical features in the child's social domain, have one element in common: they both emerge from children's strong developmental push to initiate and maintain relationships with other children. Aggression is defined as any intentional behavior that results in physical or mental injury to any person or animal, or in damage to property. Aggressive actions can be accidental, instrumental, or hostile. Aggression should not be confused with assertion, which is behavior through which children maintain and defend their rights. Cooperation is defined as any activity that involves the willing interdependence of two or more children. Cooperation should be distinguished from compliance, which represents obedience to authority rather than intentional cooperation. Techniques adults can use for reducing children's aggression include helping children to verbalize their feelings, develop problem-solving approaches to conflicts, and notice the consequences of their aggressive actions. To foster children's cooperation, adults can acknowledge children's efforts to initiate appropriate social interactions, affirm helping behaviors, communicate positive regard, and support children's struggles to resolve interpersonal conflicts. In various ways, early childhood educators can support the emergence of children's positive interpersonal strategies, and early childhood programs can help parents understand the range of children's emerging social repertoires. (BC)

ED 351 148 PS 020 938
Katz, Lilian G.
Nongraded and Mixed-Age Grouping in Early Childhood Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-9
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Continuous Progress Plan, Definitions, Early Childhood Education, *Heterogeneous Grouping, *Multigraded Classes, *Nongraded Instructional Grouping, Peer Relationship, *Teaching Methods, Young Children
Identifiers—Developmentally Appropriate Programs, ERIC Digests, *Mixed Age Groups

A confusing variety of terms is used in discussions of age grouping practices. This digest examines terms that have important implications for teaching and the curriculum. The terms "nongraded" and "ungraded" typically refer to grouping children in classes without grade-level designations and with more than a 1-year age span. The term "combined classes" refers to the inclusion of more than one grade level in a classroom. The term "continuous progress" generally implies that children remain with their classroom peers in an age cohort regardless of whether they have met prespecified grade-level achievement expectations. The terms "mixed-age" and "multi-age grouping" refer to grouping children so that the age span of the class is greater than 1 year, as in the nongraded or ungraded approach. These terms are used to emphasize the goal of using teaching practices that maximize the benefits of cooperation among children of various ages. The distinctions between the grouping practices have significant implications for practice. The ungraded approach acknowledges that age is a crude indicator of children's readiness to learn. Mixed-age grouping takes advantage of children's heterogeneous experiences. Research indicates that, in spite of its risks, the potential advantages of mixed-age grouping outweigh its disadvantages. (BC)

ED 351 149 PS 020 939
Swick, Kevin J.
Teacher-Parent Partnerships. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-12
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Family School Relationship, *Parent Participation, Parent Role, *Parent Teacher Cooperation, School Community Relationship, Teacher Characteristics, *Teacher Role
Identifiers—ERIC Digests, *Parent Characteristics, *Partnerships in Education

Research provides insight into parent attributes that support partnerships with teachers. These attributes include warmth, sensitivity, nurturance, the ability to listen, consistency, positive self-image, personal competence, and effective interpersonal skills. Researchers have cited positive attitudes, continuous teacher training, involvement in professional growth, and personal competence as teacher attributes related to successful parent involvement. Parenting roles that support teacher-parent partnerships include those of learning, supporting, and decision making. Teacher roles critical to the partnership process include support, education, and guidance. Strategies that engage parents and teachers in collaborative roles include home visits, conferences, parent centers, telecommunication, parent involvement in the classroom, participatory decision making, parent education programs, home learning activities, and family-school networking. Family-centered schools need to be involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum that promotes a shared learning process among children, parents, and teachers. A family-centered focus must also become a part of the community's fabric. (BC)

ED 351 150 PS 020 940
Grace, Cathy
The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-11
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Check Lists, Early Childhood Education, *Evaluation Methods, *Portfolios (Background Materials), Rating Scales, Screening Tests, Student Development, *Student Evaluation
Identifiers—Anecdotal Records, *Authentic Assessment, Developmentally Appropriate Programs, ERIC Digests, *Portfolio Performance Appraisal Systems

Educators use the term "authentic assessment" to refer to the practice of realistic student involvement in the evaluation of student achievement. Authentic assessments are performance-based and instructionally appropriate. One method of authentic assessment is the assembly and review of a portfolio of a student's work. The portfolio is a record of a child's process of learning, and includes work samples, records of observations, and screening tests. Ideally, a portfolio includes observations in the following forms: (1) anecdotal records, which are useful for recording spontaneous events; (2) checklists or inventories, which should be based on the development associated with the acquisition of skills; (3) rating scales, which are used to measure behavior that has several components; (4) children's responses to questions; and (5) screening tests, which identify children's skills. Besides containing a wide variety of work samples, portfolios used in early childhood education should contain a statement of purpose. Once the material in a portfolio is organized by chronological order and category, the teacher can evaluate the child's achievements. Portfolios are not meant for comparing children to each other, but for documenting individual children's progress over time. The use of portfolios also provides teachers with a built-in system for planning parent-teacher conferences. (BC)

ED 354 988 PS 021 008
New, Rebecca S.
Reggio Emilia: Some Lessons for U.S. Educators. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-3
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, *Community Support, Educational Environment, Foreign Countries, Inservice Teacher Education, Parent Participation, *Physical Environment, *Preschool Education, *Program Administration, Program Descriptions, *Symbolic Language, Teacher Student Relationship
Identifiers—ERIC Digests, *Italy (Reggio Emilia)

An internationally acclaimed program that challenges American notions of appropriate early education is the municipal early childhood program in Reggio Emilia, Italy. The town's liberal financial support of child care and citizen membership in school committees indicate strong community support. Parents are involved in school policy discussions, child development concerns, and curriculum planning. The administration of the early childhood program consists of a head administrator, team leaders, and teachers. There is no hierarchical relationship among teachers. Teacher in-service education is provided through extensive staff development opportunities. The organization of the physical environment of the school is crucial to the program. Spaces are designed so that classrooms are integrated with the school and schools with the surrounding community. Class activities include projects that teachers work on with small groups of children. Project topics are chosen based on teacher observations of children's play, or teachers' or parents' academic curiosity. As they proceed in their investigation of a topic, children are encouraged to depict their understanding through drawing, sculpture, dramatic play, and writing. Several characteristics of the Reggio Emilia approach that challenge American conceptions of developmentally appropriate practice include teachers' beliefs in the importance of being confused as a contributor to learning and the importance of children's ability to negotiate in peer groups. (Contains nine references.) (BC)

ED 355 040 PS 021 245
Britz, Joan
Problem Solving in Early Childhood Classrooms. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-1
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Curriculum Design, Decision Making, *Early Childhood Education, *Group Activities, *Learning Activities, *Problem Solving, Teacher Role, Teacher Student Relationship, Teaching Methods, *Young Children
Identifiers—ERIC Digests, Student Cooperation

Problem solving is the foundation of young children's learning. The role of the early childhood teacher in facilitating problem-solving behavior in children involves trusting children's attempts to learn through problem solving and maintaining a classroom environment that encourages problem solving. Curricula that foster children's problem solving are those that encourage children s decision making, provide a framework for integrated learning, use a project approach to facilitate cooperative learning, and organize work through themes and units. Teachers can foster children's problem solving by providing enlarged blocks of learning time, rearranging classroom spaces to facilitate cooperation, and providing a variety of materials for children's use. A model of problem solving in an early childhood classroom involves four steps: (1) identifying the problem; (2) brainstorming solutions; (3) choosing and implementing one solution; and (4) evaluating the solution used. In order to determine whether a particular problem is appropriate for children, teachers can ask whether the problem is interesting, can be solved at a variety of levels, requires new decisions to be made, and requires a solution that can be evaluated. Encouraging children's problem solving in these ways equips them with a lifelong skill useful in all areas of learning. (BC)

ED 355 041 PS 021 246
Katz, Lilian G.
Multiple Perspectives on the Quality of Early Childhood Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-2
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childhood Attitudes, *Collegiality, *Early Childhood Education, *Educational Quality, *Parent School Relationship, Parent Teacher Cooperation, *Program Evaluation, Standards
Identifiers—*Caregiver Attitudes, ERIC Digests, Sponsors

This digest considers quality in early childhood programs from four perspectives. The top-down perspective, or adults' perspective, on program quality takes into account such program characteristics as adult-child ratio, staff qualifications, and health and hygiene procedures. The bottom-up perspective, or the children's perspective, hinges on whether the children feel welcome rather than captured, accepted rather than neglected by adults or rejected by peers, and whether they find their experiences meaningful rather than boring. Children's feelings about these matters are partly dependent on caregivers' and teachers' practices. A third perspective on assessing program quality is the outside-inside perspective, which considers the quality of relationships among parents and staff, and parents' and staff's goals and values for the children in the program. Finally, the inside perspective on quality examines relationships between staff members, between parents and staff, and between staff and the program sponsor. Each of these four perspectives contributes in a different way to overall assessment of program quality. (BC)

ED 356 099 PS 021 416
Goins, Brad Cesarone, Bernard
Homeless Children: Meeting the Educational Challenges. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-4
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Elementary School Students, *Homeless People, Immunization Programs, *Residence Requirements, Social Services, *Student Records, *Transitional Programs
Identifiers—*Case Management, ERIC Digests, Stewart B McKinney Homeless Assist Act Amend 1990, *Stewart B McKinney Homeless Assistance Act 1987

Difficulties faced by homeless children include depression, low self-esteem, lack of sleep and nutrition, and feelings of shame and embarrassment. Challenges faced by schools in providing education to homeless children include: (1) keeping children in one school despite frequent family moves; (2) ensuring that children's health records are obtained; (3) providing quiet times for children to do homework; and (4) providing transportation. The education of homeless children was addressed by the McKinney Act of 1987, which called for access to free education for every homeless child. Amendments to the act passed in 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and health records. Measures that schools can take to help homeless children succeed in their education include: (1) coordinating social services; (2) providing counseling; (3) providing a place for children between the closing of school and the opening of the shelter; and (4) using computerized tracking systems to coordinate homeless children's records. Several communities have tried comprehensive approaches to educating homeless children. These approaches include transitional schools for homeless children, which children attend before being mainstreamed into regular schools, and case management approaches, in which a case manager coordinates school staff, counselors, shelter workers, and health care and family support services in order to meet homeless children's basic needs. (BC)

ED 356 100 PS 021 437
McClellan, Diane E. Katz, Lilian G.
Young Children's Social Development: A Checklist. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-6
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Check Lists, Early Childhood Education, Individual Characteristics, *Interpersonal Competence, *Peer Relationship, *Social Development, *Student Evaluation, *Young Children
Identifiers—ERIC Digests, *Social Attributes Checklist

The best childhood predictor of later adult adaptation is the adequacy with which a child gets along with other children. Because social development begins in the early years, it is appropriate that early childhood programs include regular formal and informal assessment of children's acquisition of social competence. This digest presents the Social Attributes Checklist, which teachers may use to measure children's social behavior. The digest explains the rationale for and the use of the checklist. The checklist contains 8 items that measure children's individual attributes, such as mood, coping, and empathy; 14 items that measure social skill attributes, such as assertion of rights, participation in discussions, and interest in others; and 2 items that measure the peer relationship attributes of peer acceptance and participation in activities with other children. In order to use the checklist effectively, teachers should: (1) sample children's social functioning over a period of about a month; (2) recognize that the quality of children's relationships is a more important index of social functioning than the quantity of relationships; (3) recognize that the attributes listed should usually, and not necessarily always, characterize a child's behavior; (4) implement strategies to help children outgrow social difficulties; and (5) understand that what constitutes appropriate or effective social behavior may differ in different cultural and family backgrounds. (BC)

ED 356 101 PS 021 438
Kostelnik, Marjorie J.
Developmentally Appropriate Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-7
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Child Development, Cultural Differences, Early Childhood Education, Program Implementation, Special Needs Students, *Teacher Expectations of Students, Teacher Guidance, *Teacher Student Relationship, *Teaching Methods
Identifiers—Caregiver Child Relationship, *Developmentally Appropriate Programs, ERIC Digests, Program Characteristics

This digest debunks myths about developmentally appropriate programs (DAPs) and discusses essential characteristics of developmentally appropriate practices. Common myths or erroneous assumptions about DAPs assume that: (1) there is only one right way to implement a DAP; (2) DAPs are unstructured, and practitioners offer minimal guidance to the children in their care; (3) in DAPs, the expectations for children's behavior and learning are low; (4) academics have no place in DAPs; and (5) DAPs are inappropriate for culturally diverse groups, and

for children from varying socioeconomic backgrounds or with special needs. Determining practices which are essential to DAPs, however, requires more than debunking myths. First, developmentally appropriate practice involves taking into account everything that is known about how children develop and learn, and matching that to the content and strategies planned for them in early childhood programs. Second, treating children as individuals and not as a cohort group is critical to DAPs. Finally, developmentally appropriate practice requires treating children with respect by recognizing their changing capabilities and viewing them in the context of their family, culture, and community, as well as their past experience and current circumstances. (BC)

ED 356 102 PS 021 439
Cesarone, Bernard
Health Care, Nutrition, and Goal One. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-5
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Health, *Community Programs, Family Programs, *Federal Programs, Health Services, Immunization Programs, *Nutrition, *Preschool Children, Preschool Education, Standards, *State Programs
Identifiers—ERIC Digests, *National Education Goals 1990, Screening Programs
Goal One of the six national education goals now embodied in the Goals 2000: Educate America Act states that "By the year 2000, all children in America will start school ready to learn." One of the objectives formulated to meet this goal asserts that "Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies." This digest summarizes government and private efforts to fulfill this objective. Federal programs which serve preschoolers' health and nutrition needs include Project Head Start; Medicaid; and the Supplemental Food Program for Women, Infants, and Children. Examples of state-funded programs include the establishment of service centers in Kentucky and Hawaii, and support provided by nutritionists to citizens in Mississippi. Efforts to serve preschoolers' health and nutrition in health care settings include immunizations programs; a campaign to educate parents about the connection between their children's health and education; low-cost health care services provided by community health centers; and recommendations concerning children's health and nutrition offered by several commissions and organizations. Preschoolers' health and nutrition is fostered in the preschool setting by serving nutritious food in preschools, teaching children about cooking, establishing nutrition data systems, and establishing health and nutrition guidelines to be applied to child care facilities. Community initiatives include efforts to teach Mexican-American parents about their children's food requirements, establishing data systems to track families with preschool children, and instructing health care professionals about culturally appropriate ways to work with American Indian families. (BC)

ED 356 906 PS 021 459
Kunesh, Linda G. Farley, Joanne
Collaboration: The Prerequisite for School Readiness and Success. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-8
Pub Date—93
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Children, Community Programs, *Delivery Systems, Early Childhood Education, *Family Programs, Financial Support, *School Readiness, *Social Services
Identifiers—*Collaboratives, ERIC Digests, *Family Support
Research indicates that problems faced by many youngsters and families, such as poverty, inadequate housing, and poor health care and nutrition, are interrelated in complex ways. These problems are often inadequately addressed because of flaws in the social service delivery system. These flaws include a lack of communication between public and private agencies, difficulties experienced by specialized agencies in crafting comprehensive solutions, and insufficient funding. Efforts to fashion a profamily system of service delivery have emerged. Such a profamily system must be: comprehensive; preventive; family-centered; integrated; responsive to families' developmental needs; flexible; sensitive to cultural, gender, and racial concerns; and measured by outcomes for families and children, not by the number of services delivered. Initiatives to change service delivery systems are effective when they: link families to schools; are rooted in the local community; experiment with designing and delivering services; are driven by data from community profiles; and are financially pragmatic. Guidelines for ensuring the success of interagency collaborations include: (1) involving all key players; (2) ensuring visionary leadership; (3) establishing the expected outcomes for families and children; (4) ensuring commitment to change from all levels of member organizations and among community members; (5) establishing communication and decision making processes; and (6) encouraging member agencies to include collaborative goals in their institutional mandates. (BC)

ED 358 973 PS 021 777
Katz, Lilian G.
Self-Esteem and Narcissism: Implications for Practice. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 93
Contract—RR93002007
Note—3p.
Available from—ERIC CLearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61807-4897.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, *Class Activities, Cultural Differences, Decision Making, Early Childhood Education, *Educational Objectives, *Educational Practices, *Feedback, *Self Concept, *Self Esteem, Self Evaluation (Individuals), Theory Practice Relationship
Identifiers—ERIC Digests, *Narcissism, Self Gratification
While the development of children's self-esteem is a worthwhile goal in early education, many practices designed to reach this goal may instead be encouraging narcissism. Such practices include those that direct children's attention to their own inner gratifications, or encourage children to believe their specialness is dependent on trivial skills. In order to motivate children by "starting where they are," teachers can provide children with topics that encourage curiosity about others and themselves, and reduce emphasis on consumer activities. Researchers have suggested that self-esteem is enhanced in children when their parents and teachers provide an optimum mixture of acceptance, affection, limits, and expectations; and have pointed out that construals of the self vary between Western cultures, which see the self as an independent entity, and Asian and African cultures, which see the self as interdependent within the social context. Self-esteem is most likely to be fostered when children are esteemed and receive meaningful feedback in the form of appreciation rather than empty praise and flattery. Healthy self-esteem is more likely to be developed when children are engaged in activities for which they can make real decisions and contributions than in frivolous activities. Teachers can capitalize on children's in-born disposition to learn by engaging children in project work, which provides them with opportunity for discussion, initiative, and cooperation. Children's self-esteem can also be strengthened when they have the opportunity to develop and apply criteria for evaluating their own work. Such practices are more likely than trivial practices which engender self-preoccupation to build in children a sense of self-worth that can provide a foundation for their future lives. (BC)

ED 360 101 PS 021 751
Katz, Lilian G.
Five Perspectives on Quality in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 1.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 93
Contract—RI88062012
Note—101p.; Revised version of a paper prepared for the European Conference on the Quality of Early Childhood Education (2nd, Worcester, England, United Kingdom, August 1992).
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 208, $12, plus $1.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Early Childhood Education, *Educational Assessment, *Educational Quality, *Evaluation Methods, Family School Relationship, School Community Relationship, Student Experience, Teacher Attitudes
Identifiers—Childhood Experiences, ERIC Trends Issues Papers, Program Characteristics
This monograph on quality in early childhood programs contains two parts: an exploratory essay on the subject and an annotated bibliography selected from a search of the ERIC data base from 1985 through April 1993. The essay examines five perspectives on assessing the quality of early childhood programs. A top-down perspective on quality assessment identifies selected characteristics of a program, such as adult-child ratios and staff qualifications. A bottom-up perspective attempts to determine how the program is experienced by the participating children. Such an approach asks, among other things, whether the children feel accepted by peers, protected by adults, and interested in, rather than bored or frustrated by, their experiences. The experiences of the families served by a program are assessed in an outside-inside perspective, which asks whether families feel that they are accepted and that their goals for their children are respected. The fourth perspective, from the inside, considers how a program is experienced by its staff. In this approach, working conditions, career advancement, and respect for staff are assessed. Finally, the outside perspective takes into account how the community is served by the program through assessing such factors as allocation of community resources and affordability of the program to families. The implications of the use of multiple perspectives for assessing program quality are discussed. A list of 20 references is provided. The bibliography of documents and journal articles on quality in early childhood programs that follows the essay forms the bulk of the document. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

ED 360 102 PS 021 752
Katz, Lilian G.
Trends and Issues in the Dissemination of Child Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 93
Contract—RI88062012
Note—34p.; Revised version of the opening address presented at the Warwick International Early Years Conference (1st, Warwick, England, United Kingdom, March 1993).
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 209, $5, plus $1.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Development, Early Childhood Education, *Educational Trends, *Information Dissemination, Information Utilization, Knowledge Level, Specialization
Identifiers—*Educational Issues, ERIC Trends Issues Papers, Information Load, Knowledge Acquisition

This monograph consists of a paper outlining current trends in education and discussing issues related to the dissemination of knowledge, and a selected ERIC bibliography on this subject. Trends highlighted in the paper include: (1) the expansion of information; (2) the increasing pace of specialization; (3) the tendency of groups interested in education to blame other groups for the problems of education; and (4) the development of public and political sentiment against professionals and experts. This latter trend has an impact on education in various ways: through the inclusion of community leaders who are not experts in education on panels that set educational policy; through the conflict between fundamentalist groups and educational innovators; and via the punitive tone of recent school reforms. Issues discussed include: (1) the need to disseminate that amount of information which optimizes users' acquisition and adoption; (2) the benefits of information redundancy; (3) finding the balance of small- and large-scale concepts in research; (4) the "vividness" problem and use of the media; (5) presentation of information at a time propitious for its use; and (6) different orientations toward knowledge held by researchers, educators, and clinicians. The implications of these trends and issues for educational practice are briefly examined. The bibliography of documents and journal articles on the dissemination of educational knowledge that follows the paper were selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

ED 360 103 PS 021 753
Treppte, Carmen And Others
Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 93
Contract—RI88062016
Note—107p.; Based on papers presented at the European Forum for Child Welfare (Hamburg, Germany, April, 1992) and at the Annual Conference of the National Association for the Education of Young Children (Denver, CO, November 7-10, 1991).
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 210, $12, plus $1.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Collected Works - General (020)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Child Development, Cultural Context, *Cultural Differences, *Early Childhood Education, Elementary School Students, Ethnic Relations, Foreign Countries, Intercultural Communication, *Minority Groups, Mothers, *Multicultural Education, Parent Participation, Preschool Children, Program Descriptions, Social Integration, *Teacher Student Relationship
Identifiers—ERIC Trends Issues Papers, Ruhr Valley, *Turks

This document presents three papers on multicultural education in early childhood, followed by a selected ERIC bibliography on the same subject. The first paper, "Multicultural Approaches in Education: A German Experience," by Carmen Treppte, describes the development of Turkish Children and Mothers, a project designed to help preschoolers in the Ruhr Valley of Germany develop linguistic, motor, cognitive, and social abilities. The paper also describes various aspects of the project, including those that relate to maternal involvement, educational facilities, the needs of project participants, and cultural factors that should be considered when serving the ethnic Turkish minority that is adapting to German culture. In the second paper, "Culture, Schooling, and Education in a Democracy," Victoria R. Fu defines multiculturalism, draws distinctions between education and schooling, proposes a conceptual framework for implementing multicultural education, and examines Bronfenbrenner's and Vygotsky's concepts of development. The third paper, "Responsive Teaching: A Culturally Appropriate Approach," by Andrew J. Stremmel, explains responsive teaching, which involves the construction and negotiation of shared meaning or perspectives during interactions, and suggests ways to help early childhood teachers become more responsive in their interactions with children of various backgrounds. A reference list is provided with each paper. The bibliography that follows the papers contains 34 documents and 36 journal articles on multiculturalism in early childhood programs selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

ED 360 104 PS 021 754
Katz, Lilian G.
Dispositions: Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 93
Contract—RI88062016
Note—53p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 211, $5, plus $1.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attitudes, Cognitive Processes, *Definitions, *Early Childhood Education, *Educational Practices, Elementary School Students, *Personality Traits, Praise, Preschool Children, Skill Development, *Student Motivation
Identifiers—Educational Issues, ERIC Trends Issues Papers, Habits

This monograph consists of a paper that examines the construct "disposition," and explores its relevance to curriculum and teaching practices in early childhood education, and a selected ERIC bibliography relating to this subject. The paper is organized in two parts. Part 1 provides a definition of disposition and definitions of the related terms "inclination," "cognitive style," and "learning style." The definition of disposition can be clarified by comparing the construct of disposition to other personal characteristics, namely: (1) traits, which are sometimes not distinguished from dispositions; (2) thought processes; (3) skills, which may exist without the disposition to use them; (4) attitudes, which are enduring organizations of beliefs; (5) habits, which are actions that are not the consequence of reflection; (6) the work inhibition of children who do not do work required of them despite their capability to do so; and (7) motives, which are considered to be more general than dispositions. Part 2 suggests seven reasons why the development of desirable dispositions should be included among the goals of early childhood education. The most important of these reasons is that the acquisition of knowledge and skills alone does not guarantee that children will use the knowledge and skills. A list of 47 references is provided. The bibliography that follows consists of 13 documents and 38 journal articles on dispositions, motivation, and praise that were selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

RC

ED 357 905 RC 019 134
Romo, Harriet
Mexican Immigrants in High Schools: Meeting Their Needs. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-8
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Dropout Prevention, Educational Needs, English (Second Language), High Schools, *High School Students, *Immigrants, *Limited English Speaking, *Mexican American Education, Mexican Americans, Mexicans, School Effectiveness, Second Language Programs, Transitional Programs
Identifiers—ERIC Digests, Hispanic American Students

Immigration to the United States from Mexico has a long history and has been increasing in recent years. Immigrant students, especially those who arrive as adolescents and those whose families are migrant agricultural workers, have special educational needs. Mexican immigrant students have varied educational backgrounds, but most need to learn English. Many lack literacy skills in Spanish, or have numerous absences and transfers because of family migration patterns. Secondary schools usually respond to these problems with three types of programs: (1) intensive English for Speakers of Other Languages classes; (2) bilingual programs that teach courses in the native language as students learn English; and (3) newcomer programs that provide transition courses to facilitate students' academic and cultural adjustment. Each of these has its strengths and weaknesses, but quality of instruction in all of them is hampered by students' varying English proficiency and academic skills and by a curriculum that does not parallel the one provided to other students. Many Mexican immigrant students begin working before high school graduation and may need flexible instructional programming and support services to stay in school. The characteristics of schools that effectively meet the needs of Mexican immigrant students are listed. (SV)

ED 357 906 RC 019 135
Lutfiyya, M. Nawal
Integrated Services: A Summary for Rural Educators. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-9
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ancillary School Services, *Community Services, *Delivery Systems, Elementary Secondary Education, Family Programs, *Human Services, *Rural Areas, Rural Schools
Identifiers—Case Management, ERIC Digests, *Integrated Services, *School Linked Services

"Integrated services" refers to the collaborative delivery of educational, health, and social services for children and families such that families have a single point of entry into the delivery system. In some states, attempts to integrate social service delivery are part of education reform legislation. In Kentucky, schools link the service-delivery system with families and often have service centers located in school buildings. Such school-linked models are based on the assumption that school is often the dominant community institution, particularly in rural areas, and is the most convenient place to identify children in need of services. In West Virginia, community-based Family Resource Networks will provide services to all children and families. Proponents of community-based models argue that a community center provides a neutral nonthreatening location for persons disaffected by schooling and is not tied into the school bureaucracy. Whatever the model, the principles of case management are central to the idea of integrated services. Integration implies that the "case" is not the client but rather the array of services suited to the client's needs. Much of recent policymaking related to families has focused on central cities. While resembling suburban children in terms of race and family structure, problems of poverty and lack of services show that

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rural children are actually more like the children of the inner cities. Service integration programs, accompanied by a viable range of necessary services, could meet these rural needs. (SV)

ED 357 907 RC 019 136
Huang, Gary
Health Problems among Migrant Farmworkers' Children in the U.S. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-1
Pub Date—Jan 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accidents, *Agricultural Laborers, At Risk Persons, *Child Health, *Diseases, *Migrant Children, Migrant Problems, *Nutrition, Pesticides, Poisoning, Poverty
Identifiers—ERIC Digests
Good health directly affects the educational performance of migrant children. However, there is little nationwide, accurate information on the health status of migrant farmworkers, and even less on their children. This digest summarizes recent information on migrant children's health status. Compared to all U.S. children, migrant children have a cumulative mortality rate by age 5 that is 1.6 times greater and a rate for chronic health conditions that is 3.6 times greater. Most common health problems are related either to occupation or to poverty. Agriculture is the most dangerous occupation in the United States. At least one-third of migrant children (as young as 10) work on farms, and many others are in the fields with their families. The health of these children is at high risk from accidents, exposure to pesticides, and sun and heat. Children are more susceptible to pesticide poisoning than adults and also may have been affected by maternal exposure during pregnancy. Poverty among migrant families leads to malnutrition and poor sanitation, which in turn are related to dietary deficiencies and high rates of chronic illness, parasitic infection, and respiratory diseases such as tuberculosis, pneumonia, and influenza. Migrant children also commonly lack dental care and suffer from untreated dental problems. Recommendations for improving the health conditions of migrant children are listed. (SV)

ED 357 908 RC 019 137
Cahape, Patricia
Blueprints for Indian Education: Research and Development Needs for the 1990s. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-2
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, Data Collection, *Educational Research, Elementary Secondary Education, Higher Education, Information Dissemination, Program Evaluation, *Research and Development, *Research Needs
Identifiers—ERIC Digests, *Indian Nations At Risk Task Force, *White House Conference on Indian Education
Two landmark efforts to describe the condition of American Indian and Alaska Native education nationwide and to call for specific solutions took place in the early 1990s. These efforts were the Indian Nations At Risk Task Force and the White House Conference on Indian Education. This digest summarizes Task Force and Conference recommendations concerning research, development, evaluation, and dissemination needs. Task Force members and Conference delegates recommended: (1) basic research on bilingualism and language development and on fetal alcohol syndrome and effects; (2) applied research on adult illiteracy in Native communities, current adult literacy programs, unmet needs and progress of Native students in higher education, elementary and secondary student enrollment and achievement, Native student strengths related to giftedness, and demography; (3) standardized methods of data collection and reporting, leading to a national database on Native education; (4) development work on alternative assessment or unbiased standardized tests, effective parent support programs, programs for exceptional American Indians and Alaska Natives of all ages, alcohol and substance abuse issues, student performance, and the unique abilities of Native applicants to teacher education programs; (5) evaluation to identify valuable programs and materials concerned with bilingual learning, parent support, and computers and other technologies; and (6) mechanisms for dissemination of research, development, and evaluation results. (SV)

ED 357 909 RC 019 138
Cahape, Patricia
The Migrant Student Record Transfer System (MSRTS): An Update. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-3
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Coordination, Databases, Educational Cooperation, Elementary Secondary Education, *Information Services, Migrant Children, *Migrant Education, *Student Records
Identifiers—ERIC Digests, Medical Records, *Migrant Student Record Transfer System
Begun in 1969, the Migrant Student Record Transfer System (MSRTS) records, maintains, and transfers education and health information on over 600,000 migrant children in 49 states, the District of Columbia, and Puerto Rico. This information is used by local educators dealing with individual migrant students, and by local, state, and federal planners and evaluators. The mobility of migrant students creates unique problems related to discontinuity in their educational program and isolation from the community. These factors, plus poverty and linguistic and cultural barriers, contribute to a high dropout rate and a high rate of placement below grade level among migrant students. School personnel can use MSRTS data to place newly enrolled migrant students into appropriate programs and classrooms. In addition, the health information in MSRTS alerts schools to the health problems and needs of particular children. In 1988, the National Commission on Migrant Education found that MSRTS was the only national database serving migrant students. But the Commission also identified system problems: (1) complex and unclear reporting requirements; (2) mechanisms for collecting and reporting information that are paper-based and embedded in several layers of bureaucracy; (3) nonstandardized data collection; and (4) lack of any meaningful role for parents in the system. The Commission's recommendations for improving MSRTS are listed. (SV)

ED 357 910 RC 019 139
Carlson, Robert
Developing Supplemental Funding: Initiatives for Rural and Small Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-4
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Fund Raising, *Rural Schools, School Community Relationship, *School Funds, School Support, *Small Schools
Identifiers—ERIC Digests
Rural and small schools face difficult financial times. Given long-term economic decline and eroding tax bases in rural areas, many rural and small schools may need supplemental funding just to preserve essential programs and services. A list of fundraising strategies provides options that should be feasible whatever the level of local expertise. School fundraising is often a short-term effort. A more stable and predictable source of income can be provided by development funds that target long-term goals, are ongoing in nature, and grow out of institutional planning and development. Grants are another possible source of funding for small and rural school districts, as foundations are trying harder to distribute awards on a more equitable geographic basis. Suggestions are offered for successful grantsmanship. Legal and ethical issues in fundraising include accounting and money-handling procedures, authorizing use of funds, making records open to the public, the use of children in fundraising, and relationships with donors. Six resources are listed for further information on fundraising and related activities. (SV)

ED 357 911 RC 019 140
Chahin, Jaime
Hispanics in Higher Education: Trends in Participation. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-93-5
Pub Date—Mar 93
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Graduates, *College Students, *Degrees (Academic), *Educational Attainment, *Educational Trends, Elementary Secondary Education, Enrollment, Enrollment Rate, *Enrollment Trends, Higher Education, *Hispanic Americans, Young Adults
Identifiers—ERIC Digests, Hispanic American Students
Although participation of Hispanic-Americans in higher education is growing, the Hispanic share of participation (enrollment and degrees) is still far less than the Hispanic share of the U.S. population. Indeed, the college enrollment rate among Hispanics aged 18-24 declined to 16.2 percent in 1990 from a high of 20.4 percent in 1975. During the same period, the college enrollment rate among all non-Hispanic Whites in the same age group increased to 36.8 percent from 27.4 percent. Improving the level of educational attainment among Hispanics will require attention to the K-12 experience. These efforts must focus not only on increasing the high school graduation rate among Hispanics, but also on improving the quality of Hispanic students' K-12 experiences. From 1980 to 1990, the Hispanic share of total enrollment and share of total degrees conferred increased for 2-year programs, 4-year programs, graduate programs, and professional schools. Educational, economic, and social factors contributing to the underrepresentation of Hispanics in higher education are outlined. Recommendations for improving Hispanic participation in higher education are offered to teachers and school-district, college, and university administrators. (SV)

ED 357 944 RC 019 216
Outdoor Education Directory: Organizations Involved in Outdoor Experiential Education.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 93
Contract—RI88062016
Note—8p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Reference Materials - Directories/Cat-

alogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, *Camping, Elementary Secondary Education, *Environmental Education, *Experiential Learning, Foreign Countries, Higher Education, *International Organizations, *National Organizations, Outdoor Education, Program Descriptions, Resident Camp Programs
Identifiers—*Wilderness Education
This directory lists organizations actively involved in outdoor experiential education. Outdoor experiential education includes some or all of the following elements: (1) active involvement in solving outdoor problems; (2) verbal reflection following the experience; (3) introduction of a level of stress or challenge in completing the outdoor tasks; and (4) emphasis on group development and dynamics. The 75 entries are categorized as foreign and international organizations, national organizations and associations, regional and statewide organizations, college- and university-based training, and outdoor experiential education centers and camps. Each entry includes name, address, contact person, telephone number, and a brief description, including names of publications. (LP)

ED 359 007 RC 019 208
Howley, Craig Cahape, Pat
Briefs for Parents in Ready-To-Copy Form: English and Spanish. 1993 Compilation.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062016
Note—14p.; For earlier compilations in this series, see ED 329 382 and ED 332 861.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 (free).
Language—English; Spanish
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Multilingual/Bilingual Materials (171) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Advocacy, *Child Development, *Child Rearing, Early Childhood Education, Elementary Secondary Education, *High Risk Students, Homework, *Parent Materials, Parent School Relationship, *Parent Student Relationship, Social Bias, Social Support Groups, Special Needs Students
This document contains English and Spanish versions of six one-page reports for parents. Each brief provides background, suggestions, and sources of further information on educational and child-rearing topics of common interest to parents. Titles are: "The Best and Worst of Times: Support Groups Help" ("Los tiempos mejores y peores: Los grupos apoyadores pueden ayudar"); "Moral Development in Children" ("Ser carinoso es un proyecto familiar"); "Homework: How Parents Can Help" ("Las tareas escolares: Como los padres pueden ayudar"); "Every Child Needs a Champion" ("Cada nino necesita un campeon"); "Accounting for Prejudice: It Doesn't Add Up" ("Justificar el prejuicio: Es que no es justo"); and "The Wizards of Odds: Kids Who Overcome Risks" ("Los ninos superheroes: Triunfando de obstaculos"). (SV)

ED 359 014 RC 019 217
Native Education Directory: Organizations and Resources for Educators of Native Peoples of the United States and Territories.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; Native Education Initiative of the Regional Educational Labs.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-07-2
Pub Date—Mar 93
Contract—RI88062016
Note—86p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($12).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*American Indian Education, *Educational Resources, Elementary Secondary Education, *Federal Programs, Foreign Countries, Higher Education, *Indigenous Populations, *Organizations (Groups), Postsecondary Education, Program Descriptions
This directory lists over 400 organizations and resources related to American Indian education and the education of Native peoples in Alaska, Hawaii, the American territories, Canada, and other nations. Entries are categorized as: (1) international associations of indigenous peoples; (2) national associations, organizations, clearinghouses, and centers; (3) U.S. Department of Interior, Bureau of Indian Affairs, including education line offices serving local schools, communities, and tribes, and national programs of the Office of Indian Education; (4) United States Department of Education, including Indian Education Technical Assistance Centers, administrative offices of various national Indian education programs, Desegregation Assistance Centers, Multifunctional Resource Centers, Regional Educational Laboratories, and Resource Centers for Drug-Free Schools; (5) other federal agencies, including regional Head Start offices and the Bureau of the Census; (6) congressional committees; (7) periodicals; (8) government and private agencies and organizations in the states and territories; and (9) postsecondary institutions and related organizations. Each entry includes the name and address of the organization or resource, contact person, and a brief description. Also included are indexes by organizational name and by state, territory, or nation. (LP)

ED 359 015 RC 019 218
Rural Education Directory: Organizations and Resources.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-09-9
Pub Date—Mar 93
Contract—RI88062016
Note—62p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($12).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Resources, Elementary Secondary Education, Federal Government, Federal Programs, Higher Education, *Information Centers, *National Organizations, *Periodicals, *Public Agencies, Regional Laboratories, *Rural Education, State Government
Identifiers—National Diffusion Network
This directory lists over 250 organizations and resources related to rural education. Entries are categorized by the following sections: (1) national organizations (associations, networks, centers, and clearinghouses); (2) regional educational laboratories; (3) regional offices of the National Diffusion Network (a federally-funded dissemination system that helps public and private schools, colleges, and other educational institutions improve by sharing information about successful education programs, products, and processes); (4) federal government agencies and resources; (5) state education agencies and organizations with rural programs; (6) state data centers that provide information about small towns and rural areas; and (7) rural journals. Each entry includes the name and address of the resource or organization and, when appropriate, the name of a contact person and a brief description. Also included are indexes by organization name and by state or territory. (LP)

ED 360 116 RC 019 207
Sosa, Alicia
Thorough and Fair: Creating Routes to Success for Mexican-American Students.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-10-2
Pub Date—Mar 93
Contract—RI88062016
Note—69p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston WV 25325 ($10).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bilingual Education, Child Advocacy, Cultural Differences, *Educational Strategies, Elementary Secondary Education, English (Second Language), *Equal Education, *Limited English Speaking, *Mexican American Education, Mexican Americans, Native Language Instruction, Role of Education
Identifiers—*Hispanic American Students, *Language Minorities
This monograph describes implications for public schools of rapidly growing populations of Mexican-Americans and other language minorities and recommends ways to eliminate institutional barriers to equity and excellence in education. It presents current information about such issues as dropout rates, reading levels, and participation in advanced mathematics and science courses. It includes a synthesis of research about current trends, including the growth of this population, changes in immigration patterns, and changes in the segregation of this population. Chapter 1 describes Mexican-Americans and other language-minority groups in terms of levels of educational attainment, cultural and language diversity, and population trends and projections. Chapters 2-4 address personal, instructional, and school factors important for the success of language-minority students and examine trends and issues in bilingual education. Chapter 5 discusses ways to create school systems that support instruction of language-minority students including: (1) knowing student rights; (2) imparting high expectations; (3) ensuring appropriate student placement; (4) working to reduce the achievement gap; (5) taking an advocacy position in testing and grade retention; (6) improving staff development and minority teacher recruitment; and (7) involving parents in meaningful activities. Chapter 6 covers policy recommendations that include disaggregating student data, demonstrating commitment to uphold civil-rights laws, pursuing excellence and equity (not simply compliance), identifying a top-level administrator as an equity advocate, and joining the equity network. Desegregation assistance centers and other organizations providing information about educational equity are listed. Contains 99 references. (LP)

ED 360 117 RC 019 209
Grant, Agnes Gillespie, LaVina
Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-08-0
Pub Date—93
Contract—RI88062016
Note—68p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($10).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Alaska Natives, American Indian Culture, *American Indian Education, American Indians, *Cultural Awareness, *Educational Environment, *Educational Strategies, Elementary Secondary Education, Ethnic Stereotypes, Higher Education, Racial Bias, *Teacher Education, Textbook Bias
Identifiers—*Culturally Responsive Education, Native Americans, *School Culture
Overwhelmingly, the cultures of schools reflect the norms of middle-class European-Americans. Many young Native Americans fail to adapt to this culture and are perceived as unacceptable and uneducable. Deprivation of a sound educational system and concomitant social relegation lead to dismal educational outcomes and subsequent effects on health, life expectancy, employment, and income. This monograph examines the still prevalent stereotypes and prejudices operating in mainstream society and schools, and explores research findings and resources that can help chart new directions in Native education. Chapter I discusses the history of assimilation policies, historical misinformation about Native American cultures, the dilemma of non-Native teachers teaching Native students, school failure as a form of resistance, and 10 types of bias found in instructional materials. Chapter II describes the diversity of Native cultures, both among groups and over time, and suggests ways that educators can put Native cultural capital to use.

Chapter III discusses the importance of training more Native teachers and the value of tribal colleges in this effort. Chapter IV describes ways that all teachers can become more responsive to Native students, parents, and communities; examples of promising practices; and criteria for constructing a theory of Native education. An annotated bibliography includes 48 related items available through the ERIC system. Contains 72 references. (SV)

SE

ED 350 175 SE 053 375

Howe, Robert W. Kasten, Margaret

Students at Risk in Mathematics: Prevention and Recovery in Elementary Schools.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 92

ontract—RI88062006

Note—61p.

Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1200 Chambers Road, Suite 310, Columbus, OH 43212 ($7.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Need, *At Risk Persons, Attitude Change, Community Involvement, Dropout Characteristics, Early Intervention, Elementary Education, *Elementary School Students, Improvement Programs, Instructional Materials, Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Parent Participation, *Prevention, *Remedial Mathematics, *Remedial Programs, School Involvement, Student Attitudes, Teacher Student Relationship, Teaching Methods

Identifiers—*Remedial Intervention

This monograph provides an overview of the characteristics, attributes, and behaviors that define and identify elementary school students who are at risk of not succeeding in mathematics. The monograph is divided into seven sections that report research to support early intervention procedures to prevent problems from developing and suggest programs, practices, and materials to prevent or reduce problems. Section I, the introduction, identifies two groups of students to whom these programs would apply: the "typical" potential dropout or underachiever and the "nominal" mathematics student who reaches inadequate levels of mathematics achievement to allow him or her maximum educational and life choices. Section II describes some of the variables related to problems of at-risk students in mathematics. Sections III-V describe practices and programs that prevent or reduce at-risk problems related to mathematics achievement from three perspectives: the impact made by schools or organizations; the impact made in the classroom; and the impact made by instructional materials. Section VI describes changes that can be made by schools and individuals in response to the evaluation of present practice. Actions suggested include school restructuring; curriculum modifications; and changes in instructional programs, instructional materials, support services, and parental and community involvement. Section VII provides a list of selected organizational resources to contact for information related to at-risk students. (Contains over 70 references.) (MDH)

ED 351 201 SE 053 374

Disinger, John F. Roth, Charles E.

Environmental Literacy. ERIC/CSMEE Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-92-1

Pub Date—Nov 92

Contract—RI88062006

Note—3p.

Available from—ERIC/CSMEE, Suite 310, 1200 Chambers Road, Columbus, Ohio 43212 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Citizenship Education, Concept Formation, *Definitions, Development, Educational Development, *Environmental Education, *Literacy, *Scientific Literacy

Identifiers—Environmental Action, Environmental Education Literacy, *Environmental Literacy, ERIC Digests

This digest presents a case for the development of a precise definition of environmental literacy (EL) as a prerequisite to setting standards for environmental education. The discussion includes the following: (1) establishment of the relationship between EL, environmental education, and goals of the formal education system; (2) the development of the meaning of EL; (3) contrast between EL and other applications of the term "literacy"; (4) levels of EL; and (5) attributes of the environmentally literate. The report distinguishes between scientific literacy and EL, the former appearing to be built on a mechanistic paradigm and the latter built on an ecological paradigm. EL draws upon six major areas: sensitivity, knowledge, skills, attitudes and values, personal investment and responsibility, and active involvement. These are collected into four strands: knowledge, skills, affect, and behavior, that need to be addressed in education for EL. It is concluded that more work needs to be done to refine the components of environmental literacy and correlate these components with formal and nonformal education development levels. The education system should also be encouraged to adopt EL as part of its mission. (Contains 9 references.) (MCO)

ED 351 206 SE 053 426

Heimlich, Joe E.

Promoting a Concern for the Environment.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-92-2

Pub Date—Dec 92

Contract—RI88062006

Note—3p.; Clearinghouse Digest.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Suite 310, 1200 Chambers Road, Columbus, OH 43212 (1st copy, free).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum, Curriculum Design, Curriculum Development, *Educational Practices, Educational Principles, *Educational Strategies, *Environmental Education, Fused Curriculum, Holistic Approach, *Integrated Activities, *Integrated Curriculum, Interdisciplinary Approach, *Philosophy, Teaching Methods, Thematic Approach, Unified Studies Curriculum

Identifiers—Environmental Action, Environmental Issues, Environmental Problems

Environmental Education (EE) is described as a process of moving individuals toward stewardship and ultimately a union view of the relationship of people with nature. This document presents a general tenet of EE and explores some prevalent precepts that can be a guide to fully incorporating EE into all teaching settings. The percepts are explored in the context of three philosophical approaches to the incorporation of EE: (1) Imposition, adding an additional topic onto the required study; (2) Infusion, incorporation of environmental themes or topics into traditional disciplinary approaches; and (3) Framing, using traditional disciplinary skills to define aspects of real world problems and problem-solving and decision-making processes to address the problems. The strengths and weaknesses of each approach is discussed. (Contains 20 references.) (MCO)

ED 351 207 SE 053 432

Blosser, Patricia E.

Using Cooperative Learning in Science Education.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 93

Contract—RI88062006

Note—11p.; Part of the series, The Science Outlook: An Informational Bulletin produced by ERIC/CSMEE.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Suite 310, 1200 Chambers Road, Columbus, OH 43212 ($1.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Learning, Elementary Secondary Education, *Group Activities, *Literature Reviews, Peer Teaching, Research Reports, Science Education, *Science Instruction, *Staff Development, Student Projects, Teacher Education, Teaching Methods

This bulletin focuses on cooperative learning with an emphasis on its use in science classrooms. A comprehensive review of the educational literature on cooperative learning is presented. Major sections of this document include the following: (1) why cooperative learning in science? (2) some characteristics of cooperative learning; (3) some varieties of cooperative learning; (4) research on cooperative learning; (5) cooperative learning in science classrooms; (6) some questions and controversies related to cooperative learning; (7) cooperative learning: benefits revisited; and (8) staff development and cooperative learning. (PR)

ED 351 208 SE 053 438

Helgeson, Stanley L.

Problem Solving Research in Middle/Junior High School Science Education.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 92

Contract—RI88062006

Note—95p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Suite 310, 1200 Chambers Road, Columbus, OH 43212 ($12.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Development, Cognitive Processes, *Critical Thinking, Educational Research, Elementary Secondary Education, Heuristics, Junior High Schools, *Literature Reviews, Middle Schools, *Problem Solving, Process Education, Research Reports, Science Curriculum, *Science Education, Test Reviews, *Thinking Skills

Identifiers—Science Process Skills

Problem solving has been a concern of science education for at least three quarters of a century. This book presents a comprehensive review of the research that has occurred in problem solving. The studies included in this summary range across the continuum. Some are concerned with gaps between conditions and resolutions; some involve science process skills; most in one way or another involve classroom exercises. All have in common a concern for problem solving in the science classroom. Although the primary concern in this summary is with science at the middle grades, some studies that extend into the elementary grades and into the high school years have been retained. Major sections of this book include definitions of problem solving, the assessment of problem solving, problem solving strategies and behaviors, gender differences, cognitive style and problem solving, cognitive development and reasoning ability, instruction and problem solving, and science curricula. (Contains over 130 references.) (PR)

ED 355 110 SE 053 468

Lederman, Norman G. And Others

A Summary of Research in Science Education–1991.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 93

Contract—RI88062006

Note—126p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1015 (Stock No. 506-S, $13.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Concept Formation, Educational Research, Elementary Secondary Education, Higher Education, Literature Reviews, *Problem Solving, Process Education, Rural Education, Science and Society, Science Curriculum, *Science Education, Science Instruction, Science Teachers, Scientific Concepts, State of the Art Reviews, Teacher Education
Identifiers—*Science Education Research, Science Process Skills

This summary of research in science education continues a long tradition of review and analysis of research in science education by the ERIC Clearinghouse for Science, Mathematics, and Environmental Education. The summaries provide an overview of recent research, provide research information in a succinct form for practitioners and development personnel, stimulate ideas for future research, and track trends in science education research. The research selected was published in 14 refereed journals during 1991. (These journals were considered to be the primary journals for the dissemination of science education research.) Over 50 dissertations reported in 1991 are referenced but not summarized. The summary is divided into two broad categories: (1) research on teaching, and (2) research on learning. Category 1 is subdivided into four areas: (1) curriculum and instruction (e.g., nature of science, reading and writing, strategies and methods); (2) cognition and achievement (teachers' knowledge of students' knowledge and of content and pedagogy); (3) affect and characteristics (teachers' attitudes, beliefs and characteristics); (4) science teacher education. Category 2 is subdivided into three areas: (1) curriculum and instruction (e.g., process skills, scientific literacy, learning in small groups); (2) cognition and achievement (reasoning and problem solving, conceptions of science, cognitive style and study strategies); (3) affect and characteristics (e.g., gender issues, science competitions, course enrollment). A "Brief Guide to ERIC" concludes the document. (Contains over 150 journal references.) (PR/CW)

ED 355 111 SE 053 469
Rubba, Peter A., Ed. And Others
Excellence in Educating Teachers of Science. The 1993 Yearbook of the Association for the Education of Teachers of Science.
Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 93
Contract—R188062006
Note—302p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1015 (Stock No. 507-S, $24.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Collected Works - General (020)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Concept Formation, Educational Change, Educational Research, Education Courses, Education Majors, Elementary Secondary Education, Hearing Impairments, Higher Education, *Inservice Teacher Education, Integrated Curriculum, Learning Theories, Mathematics Education, Methods Courses, *Preservice Teacher Education, Science Curriculum, *Science Education, *Science Teachers, *Teacher Education Curriculum, Teacher Education Programs
Identifiers—Science Education Research, Science Process Skills

This book addresses the question: What is being done to educate current and future teachers of science so that they will be successful in promoting meaningful learning of science? The authors of the 15 chapters in this yearbook explore various dimensions of the preparation and enhancement of teachers of science, including practical and philosophical dimensions. The chapters are: (1) "An Elementary Science Program Emphasizing Teacher's Pedagogical Content Knowledge with a Constructivist Epistemological Rubric (Briscoe, Peters, and O'Brien); (2) "Elementary Science Teacher Education and Integrated Curricula" (Jaeger and Lauritzen); (3) "Integrating Knowledge Bases: An Upper-Elementary Teacher Preparation Program Emphasizing the Teaching of Science" (Krajcik, Blumenfield, Starr, Palincsar, Coppola, and Soloway); (4) "How Teachers Translate Learning Theory into Instruction: A Study of Group Problem Solving by Prospective Secondary Science Teachers" (Tippins, Kagan, and Jackson); (5) "Becoming a Reflective Science Teacher: An Exemplary Endeavor by a Preservice Elementary Teacher" (Roychoudhury, Roth, and Ebbing); (6) "Multicultural Infusion: A Culturally Affirming Strategy for Science Teacher Preparation" (Barba and Bowers); (7) "Reflections on the Role of Teacher Education in Science Curriculum Reform" (Barrow and Tobin); (8) "A Model for Inservice Science Teacher Enhancement through Collaboration of Rural Elementary Schools and Universities" (Prather); (9) "Texas' Science Inservice Programs for Elementary Teachers: 'Stepping' and TESIP" (Lewis and Barufaldi); (10) "The Oregon Consortium for Quality Science and Mathematics Education (OCQSME): Five Years of Collaborative Staff Development (Ault and Ault, Jr.); (11) "'Grow in Science' Explorations in Science, Learning, and Teaching" (Brown and Sinclair); (12) "Placing Gender on the Science Teacher's Agenda: A Program for Professional Development" (Parker); (13) "Creating Cultures for Change in Mathematics and Science Teaching" (Davis, Shaw and McCarty); (14) "A Science Inservice Program Designed for Teachers of Hearing-Impaired Children" (Barman and Shedd); and (15) "Scientific Work Experience Programs for Science Teachers: A Focus on Research-Related Internships" (Gottfried, Brown, Markovits, and Changar). (PR)

ED 359 044 SE 053 449
Roempler, Kimberly S. Warren, Charles R.
Computer Networks for Science Teachers. ERIC CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-1
Pub Date—Mar 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080. (First copy free, additional copies, $0.25 each.)
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, Computer Uses in Education, Electronic Mail, Elementary Secondary Education, Full Text Databases, Higher Education, *Information Networks, Microcomputers, Online Systems, *Science Education, Science Teachers, Teacher Education, Telecommunications
Identifiers—ERIC Digests

Formerly reserved for use by scientists, researchers, and computer buffs, computer networks now have capabilities that make them extremely useful to science teachers and their classes. This digest is designed to provide educators with some basic background on computer communications and to provide a few examples of computer networks that are easily available to them and their students. Topics discussed are: (1) the power of communication, (2) the advantages of electronic mail, (3) dealing with networking charges, (4) networks available to science teachers (Science Line, EcoNet, PSINets, Internet/BITNET, and ERIC OnLine), and (5) getting involved in computer networking. (PR)

ED 359 045 SE 053 451
Kubota, Carole
Education-Business Partnerships: Scientific Work Experience Programs. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-3
Pub Date—Mar 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (First copy free, additional copies, $0.25 each.)
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Awareness, *Corporate Support, Elementary School Science, Elementary Secondary Education, Higher Education, Industry, *Inservice Teacher Education, *Partnerships in Education, Private Sector, *Professional Development, *School Business Relationship, *School Support, Science Curriculum, *Science Education, Science Teachers, Secondary School Science, Teaching Methods
Identifiers—ERIC Digests

Renewed interest in public schools by the private sector led to the idea of "partnerships" between education and business. This digest focuses on partnerships where businesses, government agencies, or university laboratories employ teachers during the summer months as a form of professional development and on the subsequent outcomes that appear to directly affect the ways teachers teach. This document provides details of the Industry Initiatives for Science and Math Education program, which was founded in 1985 by a consortium of San Francisco Bay Area companies and government laboratories in a partnership with the Lawrence Hall of Science. From evaluations of the results of scientific work experience partnerships, teachers reported the following benefits: (1) using new teaching strategies, (2) introducing more updated content into the curriculum, (3) increasing the use of computers, (4) seeking ways to work with other teachers and maintaining connections to the business in which they worked, (5) adding career information to the curriculum, (6) gaining self-esteem, and (7) affirming their decisions to become teachers. (Contains 19 references.) (PR)

ED 359 046 SE 053 465
Horton, Robert L. Hanes, Susan
Philosophical Considerations for Curriculum Development in Environmental Education. The Environmental Outlook: An Informational Bulletin from ERIC/CSMEE.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 93
Contract—RI88062006
Note—7p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, Ohio 43210-1080 ($1.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Educational Change, *Educational Philosophy, *Educational Principles, Elementary Secondary Education, *Environmental Education, Epistemology, Interdisciplinary Approach, *Metaphors, *Models, Teaching Methods
Identifiers—*Environmental Education Curriculum, Positivism

This bulletin discusses the aspects of curriculum development that relate to environmental education. The first of five sections establishes the need for curriculum development that addresses the emotional, cultural, and sociological factors that influence the curriculum framework in view of the need for educational reform. The second section examines the necessary framework to establish these components within environmental curricula. The third sections presents three curriculum paradigms: Positivism, Phenomenological/Interpretive, and Critical. The strengths and weaknesses of each paradigm are discussed. The fourth section discusses epistemology in environmental curricula. Having established a foundation on what knowledge is or is not, the fifth section discusses the use of metaphor as a link to experiential methods of learning. The document concludes that environmental education is an interdisciplinary process that needs a holistic approach taking into account the individual's values, culture, goals, abilities, and a subjective evaluation of the external situation. (Contains 13 references.) (MDH)

ED 359 047 SE 053 466
Schoen, Harold L.
Assessment Issues from a Mathematics Education Perspective. The Mathematics Outlook.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 93
Contract—RI88062006
Note—11p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Diagnostic Teaching, *Educational Change, *Educational Testing, Elementary Secondary Education, Equal Education, *Evaluation Methods, Informal Assessment, International Studies, *Mathematics Achievement, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Standardized Tests
Identifiers—National Assessment of Educational Progress, NCTM Curriculum and Evaluation Standards, Performance Based Evaluation
Recent reports by the National Council of Teachers of Mathematics (NCTM), the National Research Council, the Mathematical Sciences Education Board, and the Board on Mathematical Sciences emphasize that coordinated improvement in the content of mathematics curriculum, classroom instruction, and teacher education is the key to improving mathematics education. Consequentially, methods of assessing students' mathematics achievement also need to be reevaluated. This bulletin focuses on the impact that assessment has and can have on mathematics curriculum and instruction. The bulletin is divided into two sections. The first section addresses assessment done by the teacher as part of classroom instruction. Topics discussed include: teacher competencies in assessment, assessment techniques as recommended by the NCTM, reform of large-scale mathematics testing, and the need for equal opportunities for all students to learn mathematics. The second section discusses the impact that certain uses of large-scale testing can have on curriculum revision efforts. Topics discussed include: the perception of testing as a gatekeeper to curriculum reform and the revision of standardized tests to reflect current curricular reforms. A list of 36 references is included. (MDH)

ED 359 048 SE 053 467
Haury, David L.
Teaching Science through Inquiry. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-4
Pub Date—Mar 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy free, additional copies, $0.25).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Discovery Learning, Elementary School Science, Elementary Secondary Education, *Experiential Learning, *Inquiry, Problem Solving, Questioning Techniques, *Science Instruction, Secondary School Science
Identifiers—ERIC Digests, *Hands On Science, *Science Process Skills
From a science perspective, inquiry-oriented instruction engages students in the investigative nature of science. Inquiry involves activity and skills, but the focus is on the active search for knowledge or understanding to satisfy a curiosity. This digest further describes the distinguishing features of inquiry-oriented science instruction and provides a review of the literature on the benefits of teaching through inquiry. This document emphasizes that an emphasis on inquiry-oriented teaching does not necessarily preclude the use of textbooks or other instructional materials. As instructional technology advances, there will be more options for using a variety of materials to enrich inquiry-oriented instruction. (Contains 42 references.) (PR)

ED 359 049 SE 053 470
Mayer, Victor J.
Earth Systems Education. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-2
Pub Date—Mar 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Earth Science, Elementary Secondary Education, Environmental Education, Holistic Approach, Models, *Science Curriculum, *Science Education, *Science Programs
Identifiers—Earth, ERIC Digests, *Program for Leadership in Earth Systems Education
National concerns about the quality and effectiveness of science teaching have resulted in several efforts directed at restructuring the United States' science curriculum. This digest discusses recent initiatives of the Earth Systems Education. Topics discussed include: (1) efforts to understand the planet Earth; (2) the Program for Leadership in Earth Science Education (PLESE), a program designed to infuse more content regarding the modern understanding of planet Earth into the K-12 science curricula; (3) the Earth Systems Education framework; (4) Earth Systems education and science curriculum restructuring; and (5) Earth systems education projects. Earth Systems Education offers an effective curriculum development strategy that infuses planet Earth concepts into all levels of the K-12 science curriculum, and provides an organizing theme of an integrated science curriculum that could effectively serve the objective of scientific literacy and recruitment of talent into science and technology careers. Contains 16 references. (MDH)

ED 359 051 SE 053 474
Trisler, Carmen E.
Global Issues and Environmental Education. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-5
Pub Date—Jun 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Decision Making, *Educational Needs, Elementary Secondary Education, *Environmental Education, Integrated Curriculum, Problem Solving, *Teaching Methods
Identifiers—*Environmental Issues, ERIC Digests, *Global Issues, Global Perspectives in Education
An action of an individual or a societal action that has an impact on other societies constitutes a "global issue." Global climate change, airborne toxins, ozone depletion, and solid waste management are a few of the global issues concerning the environment. This digest discusses methods by which students learn about global issues and acquire skills to deal with them. Topics discussed include: (1) the role of formal education in the acquisition of environmental knowledge; (2) the goal of environmental education to develop responsible environmental behavior in citizens; (3) the structuring of environmental education for global issues by either infusing them into the curriculum, inserting new courses into study, or creating a framework that allows learning to be related to and integrated within a student's life; (4) the use of creative problem-solving and decision-making approaches in dealing with global issues; and (5) the need to develop curriculum that addresses the identification of and response to environmental issues of global concern. Contains 10 references. (MDH)

ED 359 052 SE 053 476
Thomson, Barbara S. Hartog, Martin D.
Activities To Teach Mathematics in the Context of Environmental Studies.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 93
Contract—RI88062006
Note—170p.; Available from ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1015 ($17.50).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Animals, Context Effect, Energy, Enrichment Activities, Environmental Education, Geometric Concepts, *Integrated Activities, Interdisciplinary Approach, *Investigations, Learning Activities, *Mathematical Concepts, *Mathematical Enrichment, Mathematics Education, *Mathematics Instruction, Middle Schools, Plant Growth, Population Growth, *Problem Solving, Secondary School Mathematics, Solid Wastes, Transportation, Water Resources, Weather
Identifiers—Communication (Mathematics), *Connections (Mathematics), NCTM Curriculum and Evaluation Standards
The National Council of Teachers of Mathematics' (NCTM) "Curriculum and Evaluation Standards" recommends that mathematical connections be made between mathematics and other disciplines. This book presents 35 activities for middle school students that integrate the teaching of mathematical concepts with environmental concepts. An introduction discusses the need for mathematical connections and provides the rationale for utilizing environmental studies as a context from which to learn mathematics. Each activity provides a reference for its source, the NCTM standards for middle school mathematics addressed by the activity, student objectives, background information, materials needed, procedures, methods for closure, and evaluation suggestions. The activities are grouped according to the following environmental concepts: (1) energy and natural resources; (2) plants and animals; (3) population description and growth; (4) solid waste disposal; (5) transportation; (6) water resources; and (7) weather and air. An index classifies the activities according to the NCTM Standards for grades 5-8. The eight curriculum standards addressed are: computation and estimation; patterns and function; algebra; statistics; probability; geometry; measurement; and number and number relationships. General standards addressed by the activities are problem solving, mathematical connections, reasoning, and mathematical communication. A summary discusses how the activities were chosen and encourages teachers to let students expand the context of the activities themselves by making the activities more relevant to local issues. (MDH)

ED 359 053 SE 053 498
Forschauer, Linda, Comp.
Teaching Elementary Science With Toys. CESI Sourcebook VII.
Council for Elementary Science International.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 93
Contract—RI88062006
Note—155p.
Available from—ERIC/CSMEE, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080 ($19.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, Energy, Instructional Materials, Inventions, Magnets, Manipulative Materials, *Physical Sciences, *Science Activities, *Science Education, Science Instruction, *Scientific Concepts, *Toys
Identifiers—Balloons, Balls, Council for Elemen-

tary Science International, Hands On Science, Rockets, Science Process Skills

By playing with toys, children sometimes wonder how and why toys do what they do. At the moment of curiosity, interest can be captured and thinking can be influenced. This is a good time to focus on natural phenomena, provoke imagination, and promote scientific thinking. This book presents 53 classroom-tested activities to teach science with toys. Each activity has two components: (1) the science content to be understood; and (2) the "sciencing" of the activity–children doing, recording, expressing ideas, verifying ideas, participating in further investigations, working with others, etc. The activities in the book contain the following information: Focus, Challenge, Materials, Resources, Safety Note, Advance Preparation, Time, Procedure, Further Challenges, and References. This book also contains a bibliography of books for teachers and tips for inventing and designing toys. (PR)

ED 359 054 SE 053 499

Lorson, Mark V. And Others

Integrating Science, Mathematics, and Environmental Education: Resources and Guidelines. The Curriculum File.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 93

Contract—RI88062006

Note—8p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($1.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Class Activities, Conservation (Environment), Curriculum, Ecology, Elementary Secondary Education, *Environmental Education, *Integrated Activities, *Interdisciplinary Approach, *Learning Activities, *Mathematics Education, Mathematics Instruction, *Resource Materials, Science Activities, *Science Education, Science Instruction, Science Materials

Identifiers—AAAS Project 2061, Holmes Group, Science Process Skills

It has been reported that very little time is spent in the classroom on environmental education subjects unless the teacher has a special interest in the specific topic of study. This lack of time for environmental education coupled with the lack of adequate time allotted for mathematics and science instruction suggests that integrating the three–mathematics, science, and environmental education–into one learning activity can be a productive use of educational time at any grade level. This document presents a justification for integrating these subject areas. It then presents descriptions of 25 projects that are resources for integrated teaching activities for primary and secondary education, all with citations. The activities are documented in the ERIC database and most are reported with ERIC Document Reproduction Service Numbers. (Contains 12 references.) (PR)

ED 359 064 SE 053 587

Heimlich, Joe E.

Environmental Studies and Environmental Careers. ERIC/CSMEE Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-93-7

Pub Date—Jul 93

Contract—RI88062006

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy free; $0.25 each additional copy).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Awareness, *Careers, *Employment Opportunities, Environmental Education, *Job Training, Professional Education

Identifiers—*Environmental Occupations, *Environmental Professionals, Environmental Trends

Increased concern with the environment has increased opportunities for employment in the environmental job market. This digest helps clarify the meaning of environmental employment and discusses aspects of its present state. An examination of trends in environmental employment indicates a growing demand for new jobs in environmental fields created from either remedial actions, such as clean-ups and regulatory actions, or from prevention activities. Growth in other careers such as foresters and conservation scientists is expected to be slow. A classification of jobs in environmental fields is done according to content-focus and position-focus. Content-focus careers include careers in pollution prevention and control, disease prevention, and environmental planning. Position-focus careers include careers in environmental science, environmental policy, environmental information, and related professions. Since environmental science is an interdisciplinary arena, preparation for environmental occupations requires an understanding of biology, chemistry, and the physics of the environment; problem solving and mathematics skills; and preparation in a specific area of interest. Contains 13 references. (MDH)

ED 359 065 SE 053 613

Davenport, Linda Ruiz

The Effects of Homogeneous Groupings in Mathematics. ERIC/CSMEE Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-93-6

Pub Date—Jul 93

Contract—RI88062006

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, Academic Achievement, Educational Practices, Elementary Secondary Education, *Equal Education, Females, *Homogeneous Grouping, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Minority Group Children, Small Group Instruction, *Track System (Education)

Identifiers—ERIC Digests, Mathematics Education Research

Homogeneous grouping of mathematics students, the practice of grouping students of similar ability or achievement, is most prevalent at the high school level, often occurs at the middle and junior high school levels in schools that offer algebra, and occurs at the elementary school level as part of general groupings. This digest summarizes research results on the long-term effects of this practice on mathematics education. Effects are reported in three categories: (1) opportunity to learn mathematics; (2) mathematics achievement; and (3) tracking practices. Results indicate inequities in access to strong mathematics programs, well-qualified teachers, and classroom opportunities for low-track students enrolled in schools that practice homogenous grouping. Studies indicate that homogeneous grouping, especially at the high school level, generally fails to increase learning and seems to widen gaps between students deemed to be more or less able. Research on tracking practices involving the effects on minority and female students indicates that these students are often placed in lower tracks, particularly at the secondary school level, a troubling result considering the low representation of female and minority students in science and mathematics areas. Contains 18 references. (MDH)

ED 359 066 SE 053 614

Meng, Elizabeth Doran, Rodney L.

Improving Instruction and Learning Through Evaluation: Elementary School Science.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 93

Contract—RI88062006

Note—189p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 ($14.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Educational Assessment, Elementary Education, Elementary School Science, Measurement, *Measures (Individuals), Observation, Program Evaluation, Science Curriculum, *Science Education, Science Tests, Scientific Principles, Student Evaluation, Test Construction, Testing, Tests

Identifiers—Science Process Skills

While the 1960s and 1970s came to be known as the era of curriculum development in science, it appears that the 1980s and the 1990s will be known as the time of curriculum development with strengthened attention to implementation and evaluation. This book examines the assessment of elementary school science and provides numerous examples of assessment items. Sections in Chapter 1, "Assessing Science in the Elementary School," include "Reasons for Assessing Science Learning," "Basic Kinds of Information Teachers Need," "Methods of Collecting Information for Assessment," and "Using Information to Find Answers That Fit the Original Purpose." Sections in Chapter 2, "Assessing Science Process Skills," include The Department of Processing Abilities; Assessing the Processes of Science; Using Scientific Equipment; Observing; Classifying; Using Symbols; and Predicting. Chapter 3 and Chapter 4 present detailed information on assessing concepts and problem solving. Chapter 5 is entitled "Methods of Collecting Information: How to Develop Your Own Assessment Instrument" and Chapter 6 addresses "Using the Information Gathered." (Contains 37 references.) (PR)

ED 359 067 SE 053 640

Heimlich, Joe E. Puglisi, Dawn D.

Finding Funding for Environmental Education Efforts. ERIC/CSMEE Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-93-9

Pub Date—Jul 93

Contract—RI88062006

Note—3p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Donors, *Educational Finance, Elementary Secondary Education, *Environmental Education, *Financial Support, Foundation Programs, *Fund Raising, *Grants, Program Proposals, *Proposal Writing, State Federal Aid

Identifiers—*Environmental Education Programs, ERIC Digests, Gifts

Funds are not always available to finance environmental education efforts in communities and schools. This digest highlights steps for identifying potential sources for funding and how to apply for those funds. Two sources of monetary awards to groups and individuals are grants and gifts. Four steps to identify potential donors and apply for support are given: (1) define the objectives of your project; (2) search for funding sources; (3) select sources that fit your project by considering timelines for proposal submission, interests of the foundation, geographic limitations, and past projects funded; and (4) tailor your proposal to the potential donor by reading funding source materials carefully, emulating their writing style, following application instructions, being explicit about project outcomes, proposing unique project qualities, and applying ideas from proposal writing reference materials. Contains a list of 15 references for writing proposal grants. (MDH)

ED 359 068 SE 053 641
Haury, David L.
Assessing Student Performance in Science. ERIC CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-8
Pub Date—Jul 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy free, additional copies, $0.25).
Pub Type— Information Analyses ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competency Based Education, Educational Change, Elementary School Science, Elementary Secondary Education, Evaluation Criteria, High Schools, Portfolios (Background Materials), Science Curriculum, *Science Education, Secondary School Science, *Student Evaluation
Identifiers—Alternative Assessment, Concept Mapping, *Performance Based Evaluation, Performance Based Objectives, Science Process Skills
Assessment of student performance is emerging as a crucial ingredient in the recipe for ongoing improvement of school science. This digest focuses on assessment in the service of instruction, for helping students, teachers, and parents monitor learning. According to M. Jorgensen, performance-based assessment requires that the student demonstrate, or perform the actual behavior of interest. Other forms of alternative assessment include concept mapping, journal writing, scoring rubrics to monitor skill development, and the use of portfolios documenting student accomplishments. A first step in considering assessment methods is to become familiar with the wide range of student outcomes that are being endorsed by science teachers, scientists, and the National Research Council. Drawbacks of performance assessments are noted: staff development resources are required, the assessments take more time than conventional methods, standardization is difficult, and the results may not be generalizable from one context to another. (Contains 9 resources and 19 references.) (PR)

ED 359 069 SE 053 643
Brosnan, Patricia A. Hartog, Martin D.
Approaching Standards for Mathematics Assessment. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-93-10
Pub Date—Jul 93
Contract—RI88062006
Note—3p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (first copy, free; $0.25 each additional copy).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, Educational Objectives, *Educational Principles, Elementary Secondary Education, *Evaluation Methods, *Informal Assessment, Instructional Innovation, *Mathematics Education, Mathematics Instruction, *Standards, State Standards, Testing
Identifiers—*Alternative Assessment, Educational Issues, Mathematics Education Research, *National Standards
Current assessment practices in the classroom can affect the movement toward a child-centered curriculum in mathematics education. The mathematical community is addressing the challenge to implement standards in the areas of testing, assessment, and accountability in order to maintain this movement. This digest: (1) discusses what makes current assessment practices in mathematics education problematic, (2) outlines assessment principles to guide the mathematics education community in the establishment of assessment standards, and (3) reviews research results about alternative assessment. Current practices identified as problematic include tests that stress routine rote tasks instead of offering students the opportunity to demonstrate their mathematical powers; assessment that is used for ranking students and not as a tool of instruction; and instruction that teaches toward the test. Lists of the principles and goals established at the National Summit on Mathematical Assessment held in April 1991 and the principles developed by the New Standards Project are given to guide the development of assessment standards. Research results about alternative assessment practices involving portfolios, cooperative group assessment, and student behavior during assessment are cited. The drive toward standards-based education will not be complete without assessment standards. Contains 10 references. (MDH)

ED 359 074 SE 053 692
Heimlich, Joe E. And Others
Two H's and an O: A Teaching Resource Packet on Water Education.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 93
Contract—RI88062006
Note—137p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, Ohio 43210-1080 ($8.90).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Conservation (Environment), Ecology, Elementary Secondary Education, *Enrichment Activities, Environmental Education, Groundwater, *Hydrology, Water, *Water Pollution, *Water Quality, *Water Resources
Identifiers—*Environmental Education Curriculum, Hands on Experience
This compilation of 57 activities adapted from 32 different publications addresses 5 of the 18 needs and recommendations for water quality curricula made by Elaine Andrews in the publication "Assessing National Water Quality Education Needs for the Nonformal Youth Audience." The needs include: approaching water-related ecosystems in a more integrated way; providing activities that better integrate ecology and science study with everyday life; rewriting materials to make them more appropriate for diverse audiences; making nontraditional learning choices more accessible; and reprinting high-quality materials no longer available. The hands-on activities are organized within a logical framework in five sections. The sections address the topics of: (1) the science of water; (2) the hydrologic cycle; (3) water uses; (4) water conservation; and (5) water pollution. Subsections within these topics address water properties; water movement, precipitation, transpiration, and evaporation; water needs; methods of conserving water; and types of pollution and necessary clean-up. The introduction includes a guide to using the book and the rationale for activity selection. (MDH)

ED 360 154 SE 053 515
Heimlich, Joe E.
Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 93
Contract—RI88062006
Note—9p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, Ohio 43210-1080 ($1.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, Elementary Secondary Education, *Environmental Education, Independent Study, *Instructional Improvement, *Learner Controlled Instruction, *Learning Strategies, *Nonformal Education, Teaching Methods, *Teaching Models
Identifiers—*Informal Learning
Learning activities in environmental education require the use of the physical environment or moving into nature and natural settings to explore issues of the environment. These approaches are sometimes labeled as "nonformal." This informational bulletin examines a taxonomy of four learning environments and explore the application of nonformal learning theory into practice in the arena of environmental education. The bulletin is presented in four sections. The first section establishes definitions for four learning environments: formal learning, nonformal learning, informal learning, and self-directed learning. The second section examines the roles of formal, nonformal, informal and self-directed learning related to environmental education. The third section discusses methods of improving nonformal education in environmental education by stressing the principle that learning is an individual process of meaning-making. The summary reemphasizes that learning outcomes can improve if nonformal learning is an opportunity for the learner to be active, volitional, internally mediated, and in the process of constructing meaning. (MDH)

SO

ED 350 250 SO 022 674
Zimmerman, Enid Clark, Gilbert
Resources for Teaching Art from a Multicultural Point of View.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contract—RI88062009
Note—6p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Education, Arts Centers, Curriculum Development, *Educational Resources, Elementary Secondary Education, Instructional Materials, *Multicultural Education, Resource Centers, *Teaching Methods
Teaching art from a multicultural point of view can enhance art curricula by celebrating diversity and promoting social equity for all students. This bulletin is written in two parts. In part 1, ideas are presented to help art teachers use resources that reflect a multicultural point of view. In part 2, a bibliography of instructional resources is annotated to help teachers make selections and extend their curricula with multicultural concepts. (Author)

ED 351 270 SO 022 670
Woyach, Robert B.
Leadership in Civic Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-7
Pub Date—Sep 92
Contract—RI88062009
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Elementary Secondary Education, *Leadership, Leadership Qualities, *Leadership Training, Role of Education, Social Studies, Student Educational Objectives, *Student Leadership
Identifiers—ERIC Digests
In recent years, social studies educators have given serious attention to the apparent crisis of citizenship and the improvement of civic education in the United States. Insufficient attention, however, has been given to the place of leadership in civic education. Yet, youth leadership is big business in the United States. Each year, over half a million high school students, along with a smaller but growing number of middle school students, participate in programs intended to encourage civic leadership and to develop leadership skills. This digest addresses four questions concerning leadership: How is leadership related to citizenship? What are the essential elements of leadership? What are the competencies of leadership? What is the role of schools in leadership development? A list of references and ERIC resources is included. (Author/DB)

ED 351 278 SO 022 754
Risinger, C. Frederick
Trends in K-12 Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-8
Pub Date—Oct 92
Contract—RI88062009
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content), *Curriculum Development, Educational Change, *Elementary Secondary Education, Ethical Instruction, Geography Instruction, History Instruction, Literature, Multicultural Education, Religion Studies, *Social Studies, Teaching Methods, Western Civilization, Writing Instruction
Identifiers—ERIC Digests
Drawing on contemporary research literature, recently developed curriculum guides, and blue-ribbon reports, this digest reviews 10 contemporary trends in K-12 social studies in the United States. Trends are as follows: (1) History, history, and more history; (2) More geography, too; (3) Using literature to teach social studies; (4) Focus on the multicultural nature of American society; (5) Renewed attention to western civilization; (6) Renewed attention to ethics and values; (7) Increased attention to the role of religion; (8) Attention to contemporary and controversial issues; (9) Covering issues in depth; and (10) Writing, writing, and more writing. (DB)

ED 352 310 SO 022 845
McClellan, B. Edward
Schools and the Shaping of Character: Moral Education in America, 1607-Present.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Social Studies Development Center, Bloomington, Ind.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-16-5
Pub Date—92
Contract—RI88062009
Note—137p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East 10th Street, Suite 120, Bloomington, IN 47408-2698.
Pub Type— Books (010) — Information Analyses - ERIC Information Analysis Products (071) — Historical Materials (060)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Catholics, *Christianity, Cultural Influences, *Educational History, Elementary Secondary Education, *Ethical Instruction, Moral Values, Protestants, *United States History
Identifiers—*Moral Education, Nineteenth Century, Twentieth Century
Debates about how moral education ought to be provided have engaged many of the best minds in education and stirred public controversies throughout U.S. history. The vast array of European peoples who settled the American colonies brought a commitment to moral education and a variety of approaches to the task. While French and Spanish settlers brought Catholicism to the New World, northern European Protestants did the most to give moral education its character in the original 13 colonies. The 19th century brought an insistence on rigid self-restraint, moral purity, and cultural conformity. Public schools became the preferred educational institutions for most citizens as state systems expanded rapidly. A movement to establish nonsectarian schools grew out of Protestant social thought and modes of organization. At the same time, Sunday schools appeared to bring Christian discipline and discipleship to the working classes. As the schools of the late 19th and early 20th centuries expanded their functions, moral education was forced to compete for a place in an increasingly crowded curriculum. By the 1940s the role of moral education began to erode. Throughout the 1960s and 1970s, schools either adopted neutrality with regard to moral questions or became indifferent to them. At the same time, however, some educators and others sought to restore moral education in the schools. In more recent years, there have been efforts: (1) to take nontraditional approaches to moral education, (2) to restore virtue-centered character education; or (3) to provide public support to private schools. Few can doubt that the decision regarding whether to restore moral education in the schools will be a fateful one. (LBG)

ED 354 204 SO 022 883
Parisi, Lynn S.
The Constitution and Individual Rights in Japan: Lessons for Middle and High School Students.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-17-3
Pub Date—92
Contract—RI88062009
Note—123p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Civil Liberties, *Constitutional Law, Cross Cultural Studies, Foreign Countries, Foreign Culture, Intermediate Grades, *International Law, International Studies, *Law Related Education, Learning Activities, Middle Schools, Political Science, Secondary Education, Social Studies, World History
Identifiers—*Japan, *Japanese Culture
The four teaching units of this publication focus on Japanese constitutional law and history, while providing opportunities for comparison with the constitutional experience of the United States. The four units have been designed as a comprehensive course of study that emphasizes understanding of the historical and cultural context of contemporary situations and issues. While each unit is designed to complement and build upon the preceding units, each activity and unit is self-contained and may be used alone as well as in combination with other resources. The first of the four units is entitled Social and Political Traditions in Japan. It contains three activities: (1) The world according to Confucius, (2) Geography and perceptions of individual society. The second unit, called The Meiji Constitution, contains two activities: (1) The Meiji Constitution in historical context, and (2) Comparing principles of government in the Meiji and U.S. Constitutions. Unit 3, The 1947 Constitution, also contains two activities: (1) Dictating change: a simulation, and (2) Bringing democracy to Japan. Finally, activities in the fourth unit, Individual Rights in Contemporary Japan, are the following: (1) Comparing constitutional rights in Japan and the United States, (2) The tug of war between law and custom: the Fukuoka patricide case, and (3) A half-step behind: the evolution of women's rights in Japan. A 16-item bibliography of teacher background materials and additional readings is included. (DB)

ED 354 208 SO 022 918
Clark, Gilbert Maher, Kevina
Contemporary Materials for Teaching New Aspects of Art Education. A Resources Review.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; Getty Center for Education in the Arts, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 92
Contract—RI88062009
Note—114p.
Available from—Publications Manager, Social Studies Development Center, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Aesthetic Values, Annotated Bibliographies, *Art Criticism, *Art Education, Elementary Secondary Education, *Instructional Materials
This document is an annotated bibliography of currently available instructional materials and resources for use in art education. As teachers strive to implement new emphases on content and learning experiences related to newer aspects of art education such as aesthetics, art criticism, and art history, as well as creative art experiences, they are asking many questions concerning what kinds of instructional resources they can use to enrich existing creative arts or art production curricula. This book has been designed to help students, teachers, and others concerned with art education at all levels select and use the materials advocated by proponents of newer forms of art education, including discipline-based art education. Approximately half of the document consists of art-related citations from the ERIC database which are subdivided by current documents, journal, articles, and units and lessons in journals. Information in the report includes examples of curricula; museum, teacher, and student kits; art reproductions; audio-visual materials; games; posters; and time lines. Information for each item cited includes the title, name and address of producer, publication date, appropriate grade level, format (e.g., slides, card set, etc.), an abstract describing the content, and related resources. The report presents an introduction to ERIC, an explanation of documents available from ERIC, and information about ordering ERIC documents. (LBG)

ED 360 219 SO 023 144
Nickell, Pat
Alternative Assessment: Implications for Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-1
Pub Date—Mar 93
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, Educational Practices, *Educational Testing, Educational Trends, Elementary Secondary Education, *Evaluation Methods, Holistic Evaluation, *Social Studies, *Student Evaluation
Identifiers—*Alternative Assessment, ERIC Digests
Alternative forms of evaluating student progress are changing testing or assessment in U.S. schools. From the teacher-made to the standardized test, the familiar over-emphasis on multiple-choice items is giving way to expanded generative formats in which students are called upon to demonstrate mastery through applications in which they use complex processes and webs of knowledge and skill. This Digest discusses three implications that changing assessment types will have for the social studies. First, to enable students to succeed on alternative assessments, it is imperative that the traditional social studies curriculum be re-examined and reorganized to insure mastery of knowledge, cognitive processes, and behaviors that characterize civic competence. Second, social studies instruction must provide students with real experiences as active and producing members of the community, structured to allow practice in thinking and acting as citizens. Third, assessment should no longer be viewed as separate from instruction. Students should have a clear understanding of expected outcomes of instruction and how evaluation will occur. A list of 12 references is included. (DB)

ED 360 220 SO 023 145
Patrick, John J.
Geography in History: A Necessary Connection in the School Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-2
Pub Date—Apr 93
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Educational Change, Educational Objectives, Educational Policy, Elementary School Curriculum, Elementary Secondary Education, *Geography Instruction, *History Instruction, Instructional Materials, Secondary School Curriculum, Social Studies, United States History
Identifiers—ERIC Digests, National Education Goals 1990
Recent state-level curriculum frameworks have emphasized geography and history as core subjects of the social studies sequence of courses, from kin-

dergarten through the twelfth grade. This Digest presents a rationale for the connection between geography and history, presents ideas for developing this connection within the curriculum, and highlights exemplary instructional materials. It is contended that key concepts of geography, such as location, place, and region are tied inseparably to major ideas of history, such as time, period, and events. Geography and history in tandem enable learners to understand how events and places have affected each other across time, and how people have influenced and have been influenced by their environments in different periods of the past. Curriculum developers and teachers interested in connecting geography with history in the curriculum might begin with the five geographic themes: location, place, relationships within places, movement, and region. The Agency for Instructional Technology (AIT) has produced 10 video programs, "Geography in U.S. History," that connect the five geographic themes to key events in U.S. history. These 10 programs as well as other teaching tools are described in the Digest. A list of 17 references is included. (DB)

ED 360 221 SO 023 146
Patrick, John J.
Achievement of Goal Three of the Six National Education Goals. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-3
Pub Date—May 93
Contract—RI88062009
Note—4p.; An update of ED 332 930.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Citizenship Education, Core Curriculum, Educational Change, *Educational Policy, Elementary Secondary Education, *Student Educational Objectives
Identifiers—ERIC Digests, National Assessment of Educational Progress, *National Education Goals 1990
In February 1990, the President and state governors proclaimed a set of six national education goals to prompt profound improvements in schools and student achievement by the year 2000. These six goals reflect widely held concerns that most Americans have not been receiving the kind of education they need to meet the challenges of twenty-first century life. This Digest addresses Goal Three of the six national goals: "By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." The Digest discusses summaries of student achievement in core subjects, measured by the National Assessment of Educational Progress (NAEP), which reveal that current levels of student achievement fall far short of the standard implied by National Education Goal Three. The Digest presents ideas for schools and parents to help improve student achievement in core subjects. For example, schools can increase the quantity and the quality of challenging subject matter that all students are required to study in elementary and secondary schools, and encourage more students to pursue advanced coursework in the core subjects. It is suggested that parents, for example, should encourage school teachers and administrators to establish clear and challenging standards about what all students should know and be able to do in all core subjects of the school curriculum. (DB)

ED 360 245 SO 023 316
Wojtan, Linda S.
Resources for Teaching about Japan.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.
Spons Agency—Japan Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.; United States-Japan Foundation.
Pub Date—93
Contract—RR93002014
Note—60p.
Available from—Publications Manager, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Enrichment, *Educational Resources, Elementary Secondary Education, Foreign Countries, *Instructional Materials, *Intercultural Programs, *International Educational Exchange, International Relations, *Japanese, Social Studies
Identifiers—*Japan, *Japanese Culture
This book lists resources for materials and ideas for teaching about Japan. The resource listings are not intended to be encyclopedic and are not intended to be a comprehensive listing of every useful curriculum item. The attempt has been made to highlight especially those organizations that work with kindergarten through grade 12 teachers, understand their needs, respect their challenges, and design meaningful materials. Programs, materials, and groups are organized in 16 sections. The first section describes the National Precollegiate Japan Projects Network. Thirteen programs across the United States are included with address, telephone, and contact information. The section on outreach programs includes 31 entries connected with museums, educational organizations, and federally funded programs. The third section lists 19 related organizations that do not focus on Japan specifically but provide services and materials helpful to those teaching about Japanese culture. The section for audio-visual materials lists three sources to contact for comprehensive listings of these materials. The next four sections give addresses of the Japanese embassy, consulates general, and Japan information centers, Japan External Trade Organization (JETRO) offices, Japan National Tourist Organization (JNTO) offices, and Japanese chambers of commerce in the United States. Other sections list additional exchange programs not included in previous sections; Japan-America Societies; sister cities; resources for Japanese language instruction; publishers, distributors, and newsletters; and funding foundations. Information on the National Clearinghouse for Untied States-Japan Studies and the ERIC database is given. The section on ERIC resources includes instructions for obtaining listed materials, and a sampling of 32 items. (DK)

SP

ED 350 303 SP 034 194
Hendricks, Charlotte M., Ed.
Young Children on the Grow: Health, Activity, and Education in the Preschool Setting. Teacher Education Monograph No. 13.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-089-2
Pub Date—Mar 92
Contract—RI88062015
Note—184p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($20 plus $2.50 for postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Caregivers, Dance Education, Developmental Disabilities, *Health Education, *Health Promotion, Mental Health, Motor Development, Parent Participation, Physical Activities, Physical Activity Level, Physical Disabilities, *Physical Education, Physical Fitness, *Preschool Children, *Preschool Curriculum, Preschool Education, Preschool Teachers
Identifiers—Education of the Handicapped Act Amendments 1986
Preschool programs can and should be designed to incorporate comprehensive health and physical education. This monograph presents information which is useful to adults interested in increasing their knowledge of health, movement, and physical education as these areas relate to young children. The publication is organized into 14 chapters as follows: (1) "Young Children: An Introduction" (C. J. Smith); (2) "Early Childhood Education: The National Scene" (M. Hanson); (3) "Movement and Motor Development in Early Childhood" (D. Hester); (4) "Physical Activity of Young Children in Relation to Physical and Mental Health" (H. Taras); (5) "Dance in Early Childhood Education" (S. Stinson and Others); (6) "Educating Young Children about Health" (D. Macrina); (7) "The Impact of Public Law 99-457 on Health, Physical Education, Recreation, and Dance" (J. Aldridge); (8) "Preschool Children with Developmental Delays/Disabilities: Individual Differences and Integration" (C. Sherrill); (9) "Motoric and Fitness Assessment of Young Children" (C. Branta); (10) "Health Assessment and Intervention Techniques for 3-, 4-, and 5-Year-Old Children" (V. Hertel); (11) "Health Promotion through Parent Involvement in Early Childhood Education" (M. Kostelnik); (12) "Health and Safety Education for Caregivers" (L. Hofer); (13) "Playground Management and Safety" (L. Bowers); and (14) "Injury Prevention in the Child Care Setting" (A. Chang). Lists of figures and tables complete the document, and references are appended to chapters. (LL)

ED 350 304 SP 034 195
Clift, Renee T., Ed. Evertson, Carolyn M., Ed.
Focal Points: Qualitative Inquiries into Teaching and Teacher Education. Teacher Education Monograph No. 12.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-085-X
Pub Date—Mar 92
Contract—RI88062015
Note—131p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($20 plus $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Action Research, *Case Studies, Classroom Environment, Curriculum Research, *Educational Change, Education Courses, Elementary School Mathematics, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Participant Observation, Preservice Teacher Education, *Teacher Educators, *Teaching (Occupation), Theory Practice Relationship, Writing Instruction
The focus of this monograph is on the distinctions between questions addressed in research on teaching and issues of concern in teacher education and on the interplay of curricular, contextual, and pedagogical issues in both public schools and university settings. The publication is organized into seven chapters: (1) "Action Research and the Work of Teachers" (Susan E. Noffke); (2) "Developing Reflective Practice in Initial Teacher Education Courses: The Place of Reading and Writing" (Peter Lucas and Jean Rudduck); (3) "Personal Perspectives and Learning To Teach Writing" (Mary Louise Gomez and Trish L. Stoddard); (4) "Mathematics in Elementary School Tasks" (Ralph T. Putnam); (5) "Learning in Classroom Settings: Making or Breaking a Culture" (Elaine C. Collins and Judith L. Green); (6) "Teacher Culture from the Inside: A Case Study of Change from the Perspective of Active Participant Observer" (Joyce Henstrand-May); and (7) "Moving Pictures, Multiple Frames" (Renee T. Clift and Carolyn M. Evertson). (References are appended to chapters.) (LL)

ED 351 312 SP 034 145
Otuya, Ebo
Alternative Teacher Certification-An Update. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-6
Pub Date—Nov 92
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alternative Teacher Certification, Elementary Secondary Education, Higher Education, Knowledge Level, Teacher Education, *Teacher Effectiveness, *Teacher Shortage, *Teaching (Occupation), Teaching Skills
Identifiers—ERIC Digests

This digest reviews alternative certification on the basis of educational quality and the need to fill teacher shortages. Following a definition of traditional certification, the alternative certification route is described as a process designed to certify candidates who have subject-matter competencies, without going through formal teacher preparation. Several studies have yielded information on the relationship between teacher knowledge and instructional practice and presented concerns and advantages of alternative certification. Alternative certification programs vary by state and may be designed to achieve different goals and objectives. Some evaluative studies that compare traditional and alternative certification routes have yielded inconclusive results, which can have far-reaching policy implications for effective teaching and the quality of education. If subject-matter competency combined with pedagogical training is the determinant of effective instruction, then the traditional certification route is the most effective policy to assure education quality. However, if subject-matter competence without pedagogical training is equally determinant of effective instruction, then alternative certification is an equally viable policy. (Contains 23 references.) (LL)

ED 351 320 SP 034 157
Zak, Janet L. Sullivan, Patricia
Alternative Career Paths in Physical Education: Fitness and Exercise. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-1
Pub Date—Nov 92
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning, Credentials, *Employment Opportunities, Exercise, Higher Education, Leisure Education, *Physical Education, Physical Fitness, Professional Associations, *Professional Education, *Teacher Certification
Identifiers—*Alternative Careers, ERIC Digests

During the past 20 years, alternative professional preparation and certification programs have expanded within the field of physical education. Societal trends, the media, and demographics have dictated these changes. This digest examines factors leading to an increase in the scope of career opportunities for physical education professionals and looks at future trends, including a move back toward traditional teaching positions. With the advancement of technological resources and time-saving devices, available time for leisure and recreation has increased, resulting in the creation of additional career opportunities for exercise and sport professionals, exercise specialists, corporate fitness directors, wellness consultants and coordinators, and specialists who could put theory into practice. Along with college and university-based professional preparation programs, many professional organizations now provide exercise and sport credentialing opportunities and examples of such organizations are included. Some current trends that may impact on the career paths of physical education professionals include aging of the population, more at-risk children in the school system, and increased use of computers. (LL)

ED 351 334 SP 034 197
Hawley, Willis D., Ed.
The Alternative Certification of Teachers. Teacher Education Monograph No. 14.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-099-X
Pub Date—Dec 92
Contract—RI88062015
Note—195p.; The content of this monograph originally appeared as a volume of "The Peabody Journal of Education" v67, n3, Spring 1990) under the same title.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($20 plus $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Alternative Teacher Certification, Conventional Instruction, Elementary Secondary Education, *Employment Opportunities, Nontraditional Education, *Policy Formation, *Program Improvement, *Teacher Education Programs, Teacher Improvement, Teacher Interns, *Teaching (Occupation), Theory Practice Relationship, Urban Education
Identifiers—Connecticut, ERIC Clearinghouse on Teacher Education, Los Angeles Unified School District CA, Southern Regional Education Board

Criticisms of teacher education, the low economic and political costs of trying to reform schools by reforming teacher education, along with the difficulty of filling some teaching positions with persons certified in traditional ways, have fueled a movement to create alternative routes to teacher certification in the vast majority of states. This monograph seeks to inform the ongoing policy debate over when and for what purposes alternative certification of teachers should be employed and to develop lessons that might lead to increasing the effectiveness of both alternative certification and traditional programs of teacher preparation. Following an introduction, the publication consists of six articles: (1) "The Theory and Practice of Alternative Certification: Implications for the Improvement of Teaching" (Willis D. Hawley); (2) "Alternative Certification in Connecticut: Reshaping the Profession" (Traci Bliss); (3) "Alternative Certification: State Policies in the SREB (Southern Regional Education Board) States" (Lynn M. Cornett); (4) "Los Angeles Unified School District Intern Program: Recruiting and Preparing Teachers for an Urban Context" (Trish Stoddart); (5) "Teaching and Knowledge: Policy Issues Posed by Alternate Certification for Teachers" (Linda Darling-Hammond); and (6) "The Place of Alternative Certification in the Education of Teachers" (Gary D. Fenstermacher). Selected references for each chapter are included. (LL)

ED 351 335 SP 034 230
Summerfield, Liane
Comprehensive School Health Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-2
Pub Date—Nov 92
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, Curriculum Guides, Educational Objectives, Elementary Secondary Education, *Health Education, *Health Promotion, *Instructional Development, Preschool Education, *Program Content, *Teacher Certification, Teacher Education
Identifiers—*Comprehensive School Health Education, *Comprehensive School Health Programs, ERIC Digests

Comprehensive school health education is a planned, sequential curriculum promoting the development of health and well-being for students in preschool through grade 12. Programs consist of school health services, a healthful school environment, and health instruction. It is recommended that the following 10 areas be included in all programs: community health, consumer health, environmental health, family life, mental and emotional health, nutrition, personal health, chronic and infectious disease prevention and control, safety and accident prevention, and substance use and abuse. The importance of comprehensive school health is emphasized and teacher preparation and certification are discussed in accordance with standards established by the Association for the Advancement of Health Education. Selection of a health curriculum is addressed in terms of goals and objectives, content, teaching strategies, learning activities, materials, time devoted to implementation, evaluation methods, cultural equity, and sex equity. Thirteen curriculum guides which may be accessed through ERIC are listed. (Contains 12 references.) (LL)

ED 351 336 SP 034 231
Baratz-Snowden, Joan
National Board for Professional Teaching Standards--Update. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-4
Pub Date—Nov 92
Contract—RI88062015
Note—4p.; Updates ED 304 444.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Groups, Early Childhood Education, Educational Improvement, Educational Quality, Elementary Secondary Education, *Evaluation Criteria, Higher Education, Measures (Individuals), National Programs, Public Education, Research and Development, Standards, *Teacher Certification, Teacher Education, *Teacher Evaluation, *Teacher Qualifications
Identifiers—*Assessment of Performance in Teaching, ERIC Digests, *National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) was established in 1987 and charged with the mission of improving the quality of teaching and public education. The National Board certification system involves three critical elements: (1) standards setting; (2) assessment instruments, and (3) professional development. This Digest discusses the National Board's research and development activities designed to develop an assessment system that meets the NBPTS criteria. The standards setting process and assessment development and implementation processes comprise the two main components of the National Board's research and development agenda. The National Board believes that a unitary certificate suggesting proficiency in teaching all subjects to all students of all ages is unwarranted. Consequently, NBPTS is establishing standards committees in each of 30 certification fields to define standards and student age levels. The NBPTS assessment system will be performance based and will employ a broad range of strategies. The first assessment will be launched in early 1993, and the full system of National Board Certification will be completed by the 1998-1999 school year. Five references are included. (LL)

ED 352 357 SP 034 233
Leppo, Marjorie L., Ed. Summerfield, Liane M., Ed.
Healthy from the Start: New Perspectives on Childhood Fitness. Teacher Education Monograph, No. 15.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-101-5
Pub Date—Jan 93
Contract—RI88062015
Note—248p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 ($20, $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Child Health, *Childhood Attitudes, *Childhood Needs, Curriculum Design, Elementary Education, *Evaluation Methods, Health Promotion, Physical Activity Level, Physical Development, *Physical Education, *Physical Education Teachers, *Physical Fitness, Teaching Methods
Identifiers—*Health Related Fitness, Monographs

The physical fitness status of children ages 6-12 is the topic of discussion in this monograph. The publication is organized into 4 major sections and 17 chapters. The first section, "An Introduction to Childhood Fitness," includes 3 chapters: (1) Status of Physical Fitness in U.S. Children; (2) The Public Health Perspective: Implications for the Elementary Physical Education Curriculum; and (3) Understanding Children's Physical Activity Participation and Physical Fitness: The Motivation Factor. Section Two, "Fitness Education and Programming," presents the following chapters: (4) Trainability of

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Prepubescent Children: Current Theories and Training Considerations; (5) Fitness Activities for Children with Disabilities; (6) Weight Control and Obesity; (7) Fitness Education: A Comprehensive Multidisciplinary Approach; and (8) Family and School Partnerships in Fitness. The third section, "Fitness Assessment," includes 4 chapters: (9) Physical Fitness Assessment; (10) Motor Fitness: A Precursor to Physical Fitness; (11) Fitness Testing for Children with Disabilities; and (12) The Evaluation of Children's Growth and Its Impact upon Health-related Fitness. The final section, "Fitness Applications for the Practitioner," is composed of 5 chapters: (13) Energizing Strategies for Motivating Children toward Fitness; (14) Academic and Physical: A Model for Integration of Fitness Concepts; (15) Teaching Fitness Concepts; (16) Game Boards That Promote Participation in Fitness Activities and the Learning of Basic Fitness Concepts; and (17) A Practitioner's Guide for Marketing Children's Fitness Programs. The document concludes with figures, tables, and an extensive bibliography. (LL)

ED 352 361 SP 034 247

Michael-Bandele, Mwangaza

Who's Missing from the Classroom: The Need for Minority Teachers. Trends and Issues Paper, No. 9.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-89333-097-3

Pub Date—Jan 93

Contract—RI88062015

Note—36p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-1186 ($12 plus $2.50 for shipping and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, *Educational Needs, Elementary Secondary Education, Higher Education, Hispanic Americans, Minority Group Children, *Minority Group Teachers, *Teacher Persistence, *Teacher Recruitment, *Teaching (Occupation), *Teleconferencing

Identifiers—African Americans, Monographs, Native Americans

During the past decade, there has been a simultaneous decline in the number of African American, Hispanic, Asian, and Native American teachers and an increase in the number of students among these same groups of minorities (referenced in this text as people of color). An array of topics relative to this decline were explored as the subject of a 1991 nationwide interactive teleconference entitled "Who's Missing from the Classroom: The Need for Minority Teachers." This monograph examines the significance of diversity and the implications of the decline of teachers of color; factors that shape the decline; and solutions for reversing the decline. Strategies emerging from the teleconference reflect the realization that the current pool of the most able students of color are not attracted to teaching; a pool of prospective teachers must be fashioned from those who have traditionally bypassed college and found careers in other occupations; students of color must be held academically accountable at the same level as are white students; and new commitments of resources must be made for recruitment. Items for further discussion, an appendix presenting brief biographies of panelists and 32 references are offered. (LL)

ED 355 197 SP 034 290

Abdal-Haqq, Ismat

Integrated Services: New Roles for Schools, New Challenges for Teacher Education. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-92-3

Pub Date—Feb 93

Contract—RI88062015

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, Coordination, *Educational Environment, Elementary Secondary Education, Family School Relationship, Health Needs, *High Risk Students, Holistic Approach, *School Role, Social Services, Student Needs, Student Welfare, *Teacher Education Curriculum, Teacher Role

Identifiers—ERIC Digests, *Integrated Services

Integrated services is a coordinated, holistic approach to addressing children's needs, particularly the needs of at-risk children, in which the school is the hub of a network of service providers and a link between these service providers and children and their families. The focus is on wellness and prevention; the programs provide a comprehensive range of education and human services to help children overcome barriers to academic success. Integrated services programs may be school-based or school-linked. Examples of services may include tutoring and remediation, job counseling, medical services, mental health counseling, drop-out prevention, recreation, and services for homeless youth. The argument for this approach to meeting children's needs rests on six basic premises: that (1) all facets of a child's well-being impact on his or her potential for academic success; (2) an increasing number of American school-age children can be considered at risk for failure; (3) prevention is more cost-effective than correction or remediation; (4) at-risk children, come to school with multiple problems that cut across conventional health, social, and education systems boundaries; (5) current child-delivery services are fragmented and uncoordinated; and (6) because schools have sustained long-term contact with the majority of children, they are the logical gateway for providing multiple services to children. Although various integrated service models exist, successful programs share many of the same characteristics. They are family-focused, prevention-oriented, community-centered, and responsive to local needs; they offer a continuum of services; they avoid duplication and gaps, and they enable personal relationships to exist between families and staff. These programs bring with them various implications for teacher education, for example: teachers need to be trained to identify students who need intervention, to take part in the collaborative process; and to view themselves as part of a team effort to address the academic social, and health development of students. (IAH)

ED 355 205 SP 034 337

Johnson, Beverly

Teacher-As-Researcher. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-92-7

Pub Date—Mar 93

Contract—RI88062015

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, *Curriculum Development, *Educational Improvement, Elementary Secondary Education, Faculty Development, Participative Decision Making, *Policy Formation, School Restructuring

Identifiers—Collaborative Research, ERIC Digests, Reform Efforts, *Teacher Researchers

In the spirit of educational reform efforts, this digest examines the concept of teacher-as-researcher, a concept rooted in action research. Action research is designed, conducted, and implemented by teachers themselves to improve teaching in the classroom. The research is often a collaborative activity promoting reflective teaching, critical inquiry, self-evaluation, and professional dialogue, thereby creating a more professional culture in schools. Action research has been employed for various purposes including school-based curriculum development, system planning, and policy development. The current school restructuring movement has site-based, shared decision-making at its core; therefore, it is necessary for teachers to be much more deliberate in documenting and evaluating their efforts, attending more carefully to methods, perceptions, understandings, and the whole approach to the teaching process. Action research provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of options and possibilities for change forcing the re-evaluation of current theories and influencing what is known about teaching, learning, and schooling. (Contains 16 references.) (LL)

ED 355 206 SP 034 338

Hendricks, Charlotte M.

Safer Playgrounds for Young Children. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-92-5

Pub Date—Mar 93

Contract—RI88062015

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accident Prevention, Early Childhood Education, Elementary Education, *Equipment Evaluation, Equipment Maintenance, Equipment Manufacturers, *Equipment Standards, *Facility Improvement, Parent Responsibility, *Playgrounds, *Safety Education, Teacher Responsibility

Identifiers—Consumer Product Safety Commission, ERIC Digests

Each year, almost 200,000 children are treated at hospital emergency rooms for injuries occurring on playgrounds. At this time, the U.S. Consumer Product Safety Commission has established voluntary guidelines for equipment and surfacing, but there are no required standards regarding the manufacture or installation of equipment and resilient surfacing under equipment. It is the responsibility of parents and teachers to educate themselves about playground safety and demand compliance with guidelines in playground development or renovation. This digest describes reasons why playground injuries occur; safety standards for playgrounds; checking for hazards in playground equipment; safe surfaces under playground equipment; and renovating an existing playground. The primary elements of playground safety are: (1) removing equipment that is too tall; (2) installing resilient surfacing under all equipment; (3) removing hazards such as debris or broken equipment; and (4) supervising children's play. It is up to parents, teachers, and individuals in the community to demand safer play areas and to provide proper supervision for children's play. (Contains 6 references.) (LL)

ED 358 068 SP 034 548

Sykes, Gary Plastrik, Peter

Standard Setting As Educational Reform: Trends and Issues Paper No. 8.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-89333-108-2

Pub Date—May 93

Contract—RI88062015

Note—73p.; Paper prepared for the National Council for Accreditation of Teacher Education (NCATE) to stimulate discussion within the NCATE community, NCATE, the states and other reform agencies.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 ($17.50 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Practices, Elementary Secondary Education, Excellence in Education, Futures (of Society), *Governance, *Linking Agents, Local Norms, National Norms, *Policy Formation, *Schools of Education, State Norms, *Teacher Certification

Identifiers—National Council for Accreditation of Teacher Educ, *Reform Efforts, *Standard Setting

This paper is an inquiry into standard setting as educational reform, stimulated by the emergence of projects and initiatives engaged in during the development of new standards. The publication is organized into five sections. The first section provides a brief discussion of the idea of a standard together with a definition that indicates the generally pragmatic cast of the paper. Section 2 describes and compares three models of educational reform–the systemic reform model, the professional model, and the reform network model. Each of these employs

standard setting as a central and distinctive element. The third section contains a discussion of cross-cutting issues implicated in these models, focusing on normative and conceptual concerns in and the political dimensions and dynamics in standard setting. Section 4 presents a set of strategic approaches and scenarios through which various standard setting initiatives might be joined, thereby providing the firm, consistent guidance sought by policymakers. Section 5 offers some concluding observations that step outside the pragmatic frame to raise alternative perspectives on standard setting. An appendix provides Comer's nine components; guiding principles of the accelerated schools model; and nine common principles of the coalition of essential schools. (Approximately 125 references.) (LL)

ED 358 069 SP 034 549
Foxwell, Elizabeth
Making the Grade: Teacher Education's Role in Achieving the National Education Goals. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-8
Pub Date—Jun 93
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, *College School Cooperation, Elementary Secondary Education, Higher Education, Policy Formation, Preservice Teacher Education, Professional Associations, *School Community Relationship, Schools of Education, *Teacher Education Programs, *Teacher Role
Identifiers—American Association of Colleges for Teacher Educ, ERIC Digests, *National Education Goals 1990
The 1989 Charlottesville Education Summit of the nation's governors resulted in the National Education Goals which describe six priorities (readiness for school; high school completion; student achievement; world leadership in science and math; adult literacy; and safe, disciplined, and drug free schools) for public schools to achieve by the year 2000. As originally written, the goals did not include a distinct role for higher education nor did they acknowledge the importance of teachers to their success. Policy makers have begun to address the omission and have proposed an additional goal that calls for teachers to "have access to programs for the continued improvement of professional skills." This digest highlights initiatives taken by the teacher education community in support of achieving the goals. For example, the American Association of Colleges for Teacher Education recast the goals to reflect the involvement of teacher educators by adding strategies for learning to accompany each goal; higher education institutions have shaped the original six goals into programs that can help prospective teachers. The digest concludes with short descriptions of new approaches being undertaken by schools, colleges, and departments of education within the framework of the six goals. (Contains 7 references.) (LL)

ED 359 177 SP 034 620
Abdal-Haqq, Ismat, Comp.
Resources on Professional Development Schools: An Annotated Bibliography.
Adjunct ERIC Clearinghouse on Clinical Schools, Washington, DC.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y. Education and Research Div.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-109-0
Pub Date—93
Contract—RI88062015
Note—70p.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle N.W., Suite 610, Washington, DC 20036-1186 ($14.50, includes shipping and handling).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, *College School Cooperation, Demonstration Programs, *Educational Change, Educational Principles, Elementary Secondary Education, Higher Education, *Information Sources, *Inservice Teacher Education, *Preservice Teacher Education, Program Development, Program Implementation, School Restructuring, School Role
Identifiers—*Professional Development Schools
The 119 annotations, as well as the other resources, that are included in this bibliography and resource guide relate to professional development schools (PDSs), professional practice schools, clinical schools, partner schools, and similar institutions. Because they are envisioned as exemplary settings where preservice, novice, and experienced teachers can hone their teaching skills and where innovations can be developed and tested, the PDS is often compared to the teaching hospital. Each is seen as playing a pivotal role in training skilled practitioners. The written sources that have been abstracted for this guide deal with a variety of topics related to PDSs: institutionalization, collaboration, definition, resource allocation, development, implementation, and evaluation. Concept papers, research reports, handbooks, bibliographies, course outlines, policy statements, and historical perspectives are represented. The appendices include lists of newsletters which frequently contain information on PDSs, audio cassette tapes of conference sessions related to PDSs, and groups or organizations that are associated with PDSs, as well as a fact sheet on the Clinical Schools Clearinghouse. (IAH)

TM

ED 354 245 TM 019 445
Pandey, Tej
Authentic Mathematics Assessment. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-6
Pub Date—Dec 90
Contract—RI88062003
Note—3p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Change, Elementary Secondary Education, Grade 12, Mathematics Instruction, *Mathematics Tests, Multiple Choice Tests, Portfolios (Background Materials), *Problem Solving, *State Programs, *Test Construction, Test Items, Thinking Skills
Identifiers—*Authentic Assessment, California Mathematics Project, Ecological Validity, ERIC Digests, Open Ended Questions, *Performance Based Evaluation, Reform Efforts
This digest discusses how well authentic mathematics assessment tests can be expected to meet the needs of mathematics instruction that focuses on conceptual insights and analytical skills. In the new mathematics curriculum, situational lessons or real-life problems attempt to include dimensions of thinking and reasoning, individual or small-group settings, use of mathematical tools, and student attitudes and dispositions. New assessments require students to formulate problems, devise solutions, and interpret results. Several state assessment programs are engaged in developing new modes of assessment to reflect the emerging consensus on mathematics instruction. In California, for example, educators are developing the following types of assessment items: (1) open-ended questions; (2) short investigations (60- to 90-minute tasks); (3) multiple-choice questions emphasizing understanding of important mathematical ideas and generally involving integrating more than one mathematical concept; and (4) portfolios. The California Mathematics Program has been using open-ended questions for the last 3 years at the 12th-grade level. Currently, only a small sample of student responses are scored, but these exercises provide opportunities for districts to become involved in the state assessment, to administer the essays, and to train teachers to score them. (SLD)

ED 355 249 TM 019 590
Bracey, Gerald Rudner, Lawrence M.
Person-Fit Statistics: High Potential and Many Unanswered Questions. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-5
Pub Date—Dec 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *Error of Measurement, *Goodness of Fit, *Individual Differences, *Learning Theories, Personality Traits, *Research Methodology, Research Needs, Response Style (Tests), Teaching Methods, Test Bias, Theory Practice Relationship
Identifiers—ERIC Digests, *Person Fit Measures
Over the last 15 years or so, research into measurement error has begun to consider not just whether the test items fit, but whether the people who answer the items fit. Attempts to systematically identify people who do not fit the typical pattern have led to several "person-fit statistics." This digest describes the need for such statistics, summarizes research on their use, and identifies areas in need of further research. Research has identified patterns of aberrant responses that relate to personality traits or response styles, differences in instruction, and test bias. For the most part, however, person-fit statistics have not yet been applied to many settings. Although the need has been documented, the area has been largely one of potential, rather than actual, use. While some research has addressed theoretical and methodological concerns about the application of person-fit statistics, two main questions remain: (1) whether or not they are statistically sound; and (2) whether or not they will help in practical situations. Person-fit statistics, as a logical extension of popular measurement models, are well grounded in statistical theory, but are not equally grounded with theories of learning and cognition. Research to date, however, has demonstrated that people with strange response patterns are indeed detected with few, if any, false identifications. Proponents argue that this is enough to justify routine use of this statistical tool. (SLD)

ED 355 250 TM 019 591
Rudner, Lawrence Farris, Michael P.
A Precedent for Test Validation. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-6
Pub Date—Aug 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, Civil Liberties, *College Entrance Examinations, *Court Litigation, Elementary Secondary Education, *Home Schooling, *Parents as Teachers, School Attendance Legislation, State Legislation, State Standards, Test Use, *Test Validity
Identifiers—*Education Entrance Examination SC, ERIC Digests, South Carolina, Validation Verification and Testing Techniques
In December 1991, the South Carolina Supreme Court ordered the State Board of Education to stop using the Education Entrance Examination (EEE) for licensing parents who want to teach their children at home. In ruling that the test's validation process did not meet a standard of reasonableness, the Court established a significant precedent for test validation. The South Carolina Board of Education, which is required by law to evaluate the suitability of the EEE (a test designed as an admissions test for teacher education), contracted a traditional con-

tent-based validation study. A panel of judges, 17 of whom were home schoolers and 16 of whom were public school and college teachers, had to decide whether each item was a necessary prerequisite for home schoolers. The contractor reported that the panel's scores were good enough to validate the test for use for home schoolers. The plaintiffs, the Home School Legal Defense Association, challenged the validation process because panelists were not given a job analysis or description of successful home schooling and were not qualified to make the judgments expected of them. The Court did not accept the argument that the validity of the EEE generalizes from its original purpose and found that the Board of Education presented no evidence that the skills needed for home schooling are the same as those needed for admission to a teacher education program. The fact that high numbers of parents passed the test was irrelevant to the issue of validity. No evidence was presented that the panel, including the home schoolers, was qualified to make the types of judgments expected of them. (SLD)

ED 355 251 TM 019 592
Shafer, Mary Morello
National Assessments in Europe and Japan. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-7
Pub Date—Dec 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Admission, *College Entrance Examinations, Comparative Analysis, Cross Cultural Studies, Educational Assessment, Elementary Secondary Education, *Foreign Countries, Government School Relationship, Higher Education, Multiple Choice Tests, *National Competency Tests, National Programs, *Standardized Tests, Student Evaluation, Testing Programs, *Test Use
Identifiers—British National Curriculum, England, ERIC Digests, France, Germany, Japan, Open Ended Questions, Oral Examinations, United States, Wales

Examining testing practices in other countries can help formulate ideas and issues in establishing a national assessment system in the United States. Based on recent reports by the Office of Technology and Assessment and the National Endowment for the Humanities, this digest provides an overview of the national examinations in several European nations and Japan. In France and in Germany, the previously nationally standardized examination is no longer a single nationally comparable examination taken by all students for admission to universities. Both the French baccalaureate, developed in different forms to correspond to curricula, and the German "Abitur" rely on open-ended questions and, to some extent, oral examinations. In recent years, England and Wales have adopted what amounts to a national curriculum and a comprehensive assessment program. Japan uses a two-stage system for admission to universities, beginning with a standardized multiple-choice examination in five subject areas. Japanese universities then consider other factors, often including their own examinations, to admit applicants. This overview indicates that the following four issues must be considered in evaluating national testing programs: (1) examination uniformity; (2) choice of tests by students; (3) test formats; and (4) reporting methods and formats. (SLD)

ED 355 252 TM 019 593
Rudner, Lawrence M. Shafer, Mary Morello
Resampling: A Marriage of Computers and Statistics. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-8
Pub Date—Sep 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Oriented Programs, Computer Uses in Education, *Educational Research, Elementary Secondary Education, *Estimation (Mathematics), Nonparametric Statistics, *Probability, *Research Methodology, Sampling, Statistical Distributions, *Statistics, Technological Advancement
Identifiers—Bootstrap Methods, Cross Validation, ERIC Digests, Jackknifing Technique, *Resampling Techniques, Research Replication

Advances in computer technology are making it possible for educational researchers to use simpler statistical methods to address a wide range of questions with smaller data sets and fewer, and less restrictive, assumptions. This digest introduces computationally intensive statistics, collectively called resampling techniques. Resampling is a process for estimating probabilities by conducting vast numbers of numerical experiments with the aid of high speed computers. Probability theory has freed researchers from the drudgery of repeated experiments, and resampling has now made it possible to analyze virtually any statistic in an easy to understand manner, without making assumptions about the distribution of the data. The following four techniques are important in resampling: (1) the bootstrap; (2) the jackknife; (3) cross-validation; and (4) balanced repeated replication. An example compares the grades of voucher and non-voucher students in an elementary school using the bootstrap. It is argued that resampling frees researchers from the assumption that the data conform to a bell-shaped curve and the need to focus on statistical measures with theoretical properties that can be analyzed mathematically. Critics question the resampling method itself and question the accuracy of the estimates that resampling yields. In some situations, resampling may be less accurate than conventional parametric methods. (SLD)

ED 355 253 TM 019 594
Badger Elizabeth Thomas, Brenda
Open-Ended Questions in Reading. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-9
Pub Date—Dec 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Assessment, Educational Research, Elementary Secondary Education, *Knowledge Level, Reading Achievement, *Reading Tests, Student Attitudes, *Student Evaluation, *Test Construction, Test Items, *Thinking Skills
Identifiers—ERIC Digests, *Open Ended Questions, *Text Processing (Reading)

In this digest a rationale is given for using open-ended questions in the assessment of student achievement, the use of open-ended questions in reading is discussed, and some implications for the classroom are outlined. Research has helped shift the focus from learning as content knowledge per se to learning as the ability to use and interpret knowledge critically and thoughtfully. If subject knowledge itself is not a sufficient criterion for achievement, simple judgments of correct and incorrect are not enough to assess achievement. A more open-ended form of testing is required. Research into reading has suggested that different kinds of relationships occur during the reading process as readers' attitudes shift while trying to understand a text. In evaluating students, it is no longer enough to judge whether or not the reader's conclusions are similar to those of the teacher or test constructor. The quality of the argument or justification becomes more important. The information that open-ended questions can provide justifies their use, in spite of the time and effort that are required in scoring them. The following are some general guidelines for developing open-ended questions: (1) stress communication; (2) have students apply their knowledge in practical contexts; and (3) evaluate frequently. (SLD)

ED 355 254 TM 019 595
Rudner, Lawrence M.
Reducing Errors Due to the Use of Judges. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-10
Pub Date—Dec 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Error of Measurement, Evaluation Methods, *Evaluators, *Interrater Reliability, Least Squares Statistics, Rating Scales, Regression (Statistics), Scaling, Scores, *Scoring, Test Interpretation, *Training, Validity
Identifiers—*Alternative Assessment, ERIC Digests, Experts, Halo Effect, Leniency Response Bias, Missing Data, Performance Based Evaluation

Several common sources of error in assessment that depends on the use of judges are identified, and ways to reduce the impact of rating errors are examined. Numerous threats to the validity of scores based on ratings exist. These threats include: (1) the halo effect; (2) stereotyping; (3) perception differences; (4) leniency/stringency error; and (5) scale shrinking. An established body of literature shows that training can minimize rater effects. To be successful, rater training should familiarize judges with the measures they will use, ensure that they understand the sequence of operations they must perform, and explain how any normative data should be interpreted. The choice of judges may have a significant impact. Considering demographic variables, choosing representatives from expert and interest groups, and forming smaller working groups can make the choice of judges more effective. Several statistical approaches may be followed to adjust potentially biased ratings given by different sets of multiple raters. Three approaches discussed in the literature are: (1) ordinary least squares regression; (2) weighted least squares regression; and (3) imputation of missing data. The imputation approach is most appropriate when variations are expected in rater reliability. The weighted regression approach is most appropriate when variations are expected in rater reliability. (SLD)

ED 356 232 TM 019 589
Geisinger, Kurt F. Carlson, Janet F.
Assessing Language-Minority Students. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-4
Pub Date—Jul 92
Contract—RI88062003
Note—4p.
Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Cultural Awareness, *Cultural Differences, *Educational Assessment, Elementary Secondary Education, *English (Second Language), Ethnic Groups, *Language Tests, *Limited English Speaking, Minority Groups, Non English Speaking, Special Needs Students, *Student Evaluation, Test Construction, Test Reliability, Test Validity
Identifiers—Diversity (Student), ERIC Digests, *Language Minorities

Some 15 to 20 percent of U.S. school children speak a foreign language at home, and the number is increasing rapidly. However, all limited-English proficient (LEP) students are not alike, and their differences must be understood in assessing their performance. It is vital to understand the role of culture and how the cultural background influences the student's approach to test taking. In evaluating tests for LEP students, the same criteria of reliabil-

ity, validity, test development, and norming can be applied, but these criteria must be considered for adequate numbers of LEP students. Only limited evidence presently addresses the validity of tests with LEP students. When students struggle with tests in English, it is necessary to administer and interpret language proficiency tests, perhaps along with achievement tests in the students' native languages. Testing procedures must be sensitive to the needs of LEP students and those from cultural minorities. Practical needs are beginning to point the way toward sound testing practices for LEP students. In 1985, new standards for testing were published by three professional associations, which for the first time addressed the testing of language minorities. By adhering to sound and professionally accepted practices, progress in testing LEP students will continue. (SLD)

ED 360 315 TM 019 340
Afflerbach, Peter, Ed.
Issues in Statewide Reading Assessment.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89785-216-X
Pub Date—Dec 90
Contract—RI88062003
Note—160p.
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Decision Making, *Educational Assessment, Educational Practices, Elementary Secondary Education, Evaluation Utilization, Literacy, *National Surveys, *Reading Achievement, Reading Instruction, Reading Tests, *State Programs, Student Evaluation, Testing Programs, *Test Use, Test Validity
Identifiers—Alternative Assessment
This paper presents six chapters that describe how statewide reading assessment is currently being performed and how the data are being used. The validity of statewide reading assessment instruments and the appropriate uses of statewide reading assessment data are explored. Several chapters discuss new ways in which some states conduct reading assessment, while others suggest alternative and complementary forms of reading assessment. The range of issues is intended to help in the assessment of relative strengths and weaknesses of current statewide reading practice and consider future directions in reading assessment. The following six chapters are provided: (1) "The Call for Assessment of Reading at the Statewide Level" (Peter Afflerbach); (2) "Developing a Statewide Reading Assessment Program" (Linda Hansche); (3) "Issues in Early Childhood Assessment" (William H. Teale); (4) "The Role of Teacher-Based Information in Statewide Assessments of Literacy Learning" (Elfrieda H. Hiebert); (5) "National Survey of the Use of Test Data for Educational Decision Making" (Sheila W. Valencia); and (6) "Statewide Reading Assessment: A Survey of the States" (Peter Afflerbach). Charts for each of the 50 states are included. (SLD)

UD

ED 350 380 UD 028 909
Inger, Morton
Increasing the School Involvement of Hispanic Parents. ERIC/CUE Digest Number 80.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-3; ISSN-0889-8049
Pub Date—Aug 92
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Economically Disadvantaged, Educational Discrimination, Elementary Secondary Education, Ethnic Discrimination, Family Characteristics, Family Role, Guidelines, *Hispanic Americans, *Limited English Speaking, *Low Income Groups, Outreach Programs, Parent Attitudes, *Parent Participation, Parent School Relationship, *School Role, *Spanish Speaking
Identifiers—ERIC Digests
A review was undertaken of strategies for increasing Hispanic American parental involvement in their children's schools. Despite the continued strong extended family support for child rearing in the Hispanic American community, parent participation in their children's education is quite low. Studies show that many Hispanic Americans regard the educational institution as one in which they can have no influence. School personnel have interpreted a general reserve on the part of Hispanic American parents to mean a lack of interest in education. Other research indicates that the extended Hispanic American family is a possibly important resource for schools seeking the support of their parent community. Examples of school efforts to remove barriers to Hispanic American family participation have included parent training sessions, adult literacy programs, and several programs supported by private Hispanic American organizations. Extensive recommendations culled from the efforts of educators and community groups include easy participation, extra manpower for outreach efforts, gradually increasing involvement for parents, personal efforts to involve parents, home visits, first meeting at a site away from school, and agenda that are developed from the parents' concerns as well as the schools' concerns. Included are a list of five resource agencies and six references. (JB)

ED 351 425 UD 028 956
Lewis, Anne
Urban Youth in Community Service: Becoming Part of the Solution. ERIC/CUE Digest, Number 81.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-4; ISSN-0889-8049
Pub Date—Sep 92
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Youth, *Citizen Participation, *Community Services, Federal Legislation, Low Income Groups, Minority Group Children, Program Design, School Community Programs, Secondary Education, Student Participation, Urban Problems, *Urban Youth, *Youth Programs
Identifiers—*Community Service, ERIC Digests, National Service, *Youth Participation
This monograph looks at the field of youth service broadly and provides examples of the range of programs available for urban youth. A review of statistics on urban youth involvement nationally notes that most young people are not involved in community service, African American students perform more community service annually than any other racial group, urban schools do not push community service, and many agencies look to community service to engage low-income urban youth in positive action. Special issues for urban programs are covered, including the value of community service for overcoming the alienation and hostility of many youth toward their community, the focus of youth corps for low-income youth on experiences directed toward job preparation, and problems of maintaining diversity in programs. Also noted are the benefits of urban service programs for youth in the form of increased academic achievement, competence, self-confidence, and self-esteem. Several programs are briefly profiled, including in-school programs, out-of-school programs, and the growth of urban youth corps. Also addressed are various federal legislative initiatives and their role in fostering these programs. (Includes 12 references.) (JB)

ED 351 426 UD 028 957
Ascher, Carol
Successful Detracking in Middle and Senior High Schools. ERIC/CUE Digest, Number 82.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-5; ISSN-0889-8049
Pub Date—Oct 92
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Change, Educational Discrimination, Educationally Disadvantaged, *Equal Education, *Heterogeneous Grouping, High Risk Students, High Schools, Individualized Instruction, Middle Schools, Minority Group Children, Parent Participation, Program Implementation, School Policy, Secondary Education, *Track System (Education)
Identifiers—Accelerated Schools, ERIC Digests, *Reform Efforts
In light of recent calls by educational organizations to abolish tracking because of its role in perpetuating inequities in achievement among racial and ethnic groups, this digest looks at current school detracking efforts. An initial section reviews the extent and reasons for tracking and the concerns raised when detracking is proposed, noting that some studies indicate that high achieving students do well in tracked situations because they benefit from the enriched environment, not because of the homogeneity of the group. A central section summarizes the following changes necessary for a successful detracking effort: (1) a culture of detracking and a commitment to being inclusive; (2) parent involvement, particularly among middle-class parents who can be detracking's most vigorous opponents; (3) professional development and support for teachers as detracking depends on teachers being actively involved in the change; (4) phase-in change process over time and with flexibility; (5) a willingness to rethink all routines; and (6) district and state support. Also covered are models for instruction in heterogeneous classes, the need for alternative assessment in a detracked school, and mention of the Accelerated Schools model. (Included are nine references.) (JB)

ED 352 436 UD 029 011
Hahn, Andrew
Managing Youth Development Programs for At-Risk Youth: Lessons from Research and Practical Experience. Urban Diversity Series No. 103.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Columbia Univ., New York, N.Y. Teachers College.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 92
Contract—R188062013
Note—59p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($8).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, *At Risk Persons, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Evaluation Needs, Financial Support, *Individual Development, Professional Development, *Program Administration, Program Evaluation, Program Implementation, Research Needs, *Research Utilization, Theory Practice Relationship, *Youth Programs
Identifiers—*Second Chance Programs
How youth programs, particularly those that try to prepare young people for work and higher education, are organized and implemented in the field is reviewed. In many cases, the needs of program practitioners are overlooked by the research community. The focus here is on "second-chance"

programs that promote the self-sufficiency of disadvantaged groups of adolescents. A framework of the major categories of youth program research is followed by an examination of the typical youth program from an implementation perspective. Remaining sections apply an integrative theory to youth programs by adapting the concept of youth programs as service organizations. The elements of a service concept are presented, along with some limitations of the service concept model. Suggestions for realizing youth research and program practice include the following: (1) work to put professional development education high on the national agenda; (2) encourage new research on program implementation and service concepts; (3) emphasize in-program analysis and process/implementation studies; (4) expand support of organizations that attempt to translate research for use by practitioners; (5) connect nationally focused researchers with local change initiatives; (6) support technical assistance and in-service training of program staff; (7) put program managers on review committees that guide funding decisions; and (8) expand the repertoire of skills that managers must possess. Two figures illustrate the discussion. (SLD)

ED 354 283 UD 029 036

Berryman, Sue E. And Others

Integrating Academic and Vocational Education: An Equitable Way To Prepare Middle Level Students for the Future. ERIC/CUE Digest, Number 83.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-6; ISSN-0889-8049

Pub Date—Nov 92

Contract—RI88062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, *Academic Education, *Curriculum Development, Educational Improvement, Education Work Relationship, Equal Education, High Schools, *High School Students, *Integrated Curriculum, Job Skills, Models, Teaching Methods, *Vocational Education, Vocational High Schools

Identifiers—ERIC Digests, Middle Track Students

This digest describes efforts to improve academic learning for middle level high school students to be applied practically to develop workplace competence and flexibility by integrating academic and vocational education. Following an introduction describing the need to prepare students for working life is a paragraph describing generally the integrated strategy that is the subject of this digest. That section describes a program of sequential courses that allows students to achieve vocational competencies as it fosters learning of abstract or theoretical concepts under applied conditions. It replaces job-specific instruction of traditional vocational education with contextualized knowledge that provides students with a range of problem-solving and employability skills. The next section describes eight models of school organization from incorporating more academic content into vocational courses to career academies, to replacing departments with occupational clusters. A discussion of the benefits of integrating academic and vocational education examines student motivation, workplace links, equity, educationally rich learning, changes in school organization, and a qualified work force. A final section reviews implementation and covers student orientation, curriculum and assessment, teacher roles, and school organization. (JB)

ED 355 306 UD 029 074

Ianni, Francis A. J.

Joining Youth Needs and Program Services. Urban Diversity Series No. 104.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 93

Contract—RI88062013

Note—64p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescent Development, Community Organizations, *Community Programs, Community Role, Delivery Systems, Disadvantaged Youth, *Needs Assessment, *Program Design, Program Development, Social Networks, Social Services, *Social Support Groups, Stress Variables, Youth Agencies, Youth Problems, *Youth Programs

Identifiers—*Ecological Psychology, Youth Development Centers, Youth Guidance Systems

This paper discusses the challenges of effectively matching the needs of youth populations with program services. An introduction reviews some broad issues that shape the discussion, namely whether youth is a period integrated into the course of life or a separatist culture. A second section proposes an ecological approach to youth services, which proceeds from the assumption that human behavior and patterns of social relationships are not independent of place. This section looks at models for youth development and program foundation. A third section looks at varieties of personal, social, and cultural development among youth, including identity formation and community influences. The following section reviews the developmental and environmental stresses involved in growing up, such as risks of delinquency, and mutually-reinforcing multiple risk factors. The fifth section suggests how to mitigate the risks in young lives through social support systems that help young people to learn to cope with risks and find a balance between inner resilience and social support, considers how adults and community resources can play a role, and emphasizes the importance of community-based collaborative roles for youth professionals. A final section explores building service communities for youth. An author biography is included. (Contains 65 references.) (JB)

ED 355 311 UD 029 079

Burnett, Gary

Career Academies: Educating Urban Students for Career Success. ERIC/CUE Digest, Number 84.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-7; ISSN-0889-8049

Pub Date—Dec 92

Contract—RI88062013

Note—3p.; This Digest is based on a paper prepared for the National Center of Research in Vocational Education, "Building the Middle."

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Education, Cooperative Programs, Coordination, Curriculum Evaluation, Disadvantaged Youth, *Dropout Prevention, Educational Cooperation, *High Risk Students, High Schools, *Noncollege Bound Students, School Business Relationship, School Restructuring, Urban Schools, Urban Youth, Vocational Education, *Vocational High Schools

Identifiers—*Career Academies, ERIC Digests, *Peninsula Academies Program, Philadelphia School District PA

This ERIC Digest reviews the school restructuring tool of career academies serving the non-college bound student. The career academy movement began with the Electrical Academy in Philadelphia, Pennsylvania. The model was exported to California where it became the basis for the Peninsula Academies in the Sequoia Union High School District and from there the movement has spread nationally. Most career academies share a number of attributes: school-within-a-school format, voluntary student participation, broadly-defined career themes, integration of academic and vocational curricula, scheduling that keeps students together throughout the day and throughout the 3- or 4-year program, rigorous academic courses, work experience, high levels of involvement by local businesses, and outside funding from business and government sources. One of the strongest features of the academy model is its curricular and pedagogical coordination that integrates academic and vocational courses and allows collaboration between teachers. Most career academies emerged in urban districts and have served the disadvantaged population that is at risk of dropping out. The voluntary nature of the academies extends to faculty and staff. From the beginning, academies have benefited from a high level of business involvement. Career academies require a significant financial investment by school districts but the long-term benefits appear to outweigh the investments required. (Contains six references.) (JB)

ED 355 312 UD 029 080

Ascher, Carol Burnett, Gary

Current Trends and Issues in Urban Education, 1993. Trends and Issues No. 19.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—TI-19

Pub Date—Feb 93

Contract—RI88062013

Note—84p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, *Disadvantaged Youth, Dropout Prevention, Educational Assessment, Educational Policy, *Educational Trends, Elementary Secondary Education, Equal Education, Heterogeneous Grouping, Minority Group Children, Multicultural Education, *Public Schools, School Choice, School Restructuring, Student Characteristics, *Urban Education

This paper reviews 1993 trends and issues in urban education in five sections. Following an introduction, the first section describes the economic conditions of today's diverse urban public school students and the way that poverty differentially affects various ethnic and racial student groups. A second section analyzes key educational policies affecting urban students: school choice, desegregation, magnet schools, and school finance. A third section reviews a variety of special programs for students disadvantaged by poverty, minority status, and/or disability. A fourth section reviews a group of linked practices that are in the midst of turmoil and change because they all seek to handle the growing diversity among students in a new way. This section covers testing and tracking, instructional practices for heterogeneous groups of students; student learning styles; and three popular models for school restructuring: Accelerated Schools, the School Development Program, and Success for All. A final section looks at the role of parents in educational reform. An author biography is included. (Contains 187 references.) (JB)

ED 355 313 UD 029 081

Ascher, Carol

Changing Schools for Urban Students: The School Development Program, Accelerated Schools, and Success for All. Trends and Issues No. 18.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 93

Contract—RI88062013

Note—46p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Disadvantaged Youth, Educational Assessment, *Educational Change, Educational Finance, Educational Improvement, Elementary Secondary Education, Minority Group Children, Models, *School Restructuring, *Urban Schools, Urban Youth

Identifiers—Accelerated Schools, *Reform Efforts, School Development Program, Success for All Program

This paper highlights three models for implementing local restructuring of schools: James Comer's School Development Program; Robert Slavin's Success for All; and Henry Levin's Accelerated Schools. These models have been among the more popular models for restructuring schools in poor,

predominantly minority neighborhoods with traditionally low-achieving students. Separate sections describe and analyze each of these programs individually. Further sections address important issues and themes common to all the programs. One of these sections discusses evaluation and assessment issues of both programs and students. A further section looks at the three models from the viewpoint of traditional assessments. A discussion of what causes improvements in learning notes that: Comer's model is based on healing conflicts and creating an ethos that fosters identification and bonding and a community of trust; Slavin's model is more heavily cognitive; and Levin's format calls for active, intelligent participation of all members. Final sections review resources and costs for the various programs, and efforts at replication. An author biography is included. (Contains 49 references.) (JB)

ED 355 314 UD 029 082

Lewis, Anne

Helping Young Urban Parents Educate Themselves and Their Children. ERIC/CUE Digest, Number 85.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-8; ISSN-0889-8049

Pub Date—Dec 92

Contract—R188062013

Note—6p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Black Youth, *Disadvantaged Youth, *Early Parenthood, *Economically Disadvantaged, Elementary Secondary Education, Low Income Groups, Minority Groups, *Mothers, One Parent Family, Parent Education, *Parent Participation, Parent School Relationship, Preschool Education, Urban Problems, Urban Schools, *Urban Youth

Identifiers—African Americans, ERIC Digests, Language Minorities

This ERIC Digest reviews research data on young urban, low income, and often minority parents and their involvement in schooling for themselves and their children. A look at the demographics of this subgroup shows that families headed by single teenage mothers comprise the fastest growing category of family groups, particularly among African Americans. Consequences of early childbearing often include not finishing school, reliance on welfare services, and decreased school readiness for their children. Some research on repeating patterns of low education achievement and early pregnancy suggests that school cultures may be a barrier to breaking that cycle. A review of traditional programs to enhance parent participation looks at five typical types of programs and discusses the challenges of making these effective. Research on early intervention shows that parents' involvement tends to be greater in the early years of their children's lives and that programs like Head Start are becoming more family centered and are advocating family literacy and other goals. Other innovative strategies center on schools' roles in decaying urban communities to create "social capital in the community." Several such programs are described. Programs for multilingual families are also noted. Twenty-two references are included. (JB)

ED 356 291 UD 029 108

Ianni, Francis A. J.

Meeting Youth Needs with Community Programs. ERIC Digest, Number 86.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-9; ISSN-0889-8049

Pub Date—Dec 92

Contract—R188062013

Note—3p.; Digest is based on "Joining Youth Needs and Program Services" (ED 355 306).

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Community Programs, Context Effect, Cultural Awareness, *Disadvantaged Youth, Economically Disadvantaged, Individual Differences, Need Gratification, Needs Assessment, *Program Development, Program Effectiveness, Social Support Groups, Urban Problems, *Urban Youth, Youth Opportunities, *Youth Programs

Identifiers—ERIC Digests, *Multidimensional Approach

Rather than viewing youth as an isolated and alienated subculture, it is more useful to view the needs of youth as largely determined by where and how they live, and to recognize that they differ from one another just as adults do. Professionals and volunteers in community youth programs need to understand how the youth they work with experience the contextual differences of their environments, and how the services they provide can be facilitated or confounded by community differences. Each community's unwritten set of expectations and standards is its "youth charter." The community's charter must empower significant adults in youth's lives to provide needed services and supports. A youth program must take a multidimensional approach in an expanded social network to provide social support to community youth. Moralistic, compensatory, medical, and enlightenment models of helping can all be appropriately applied to given circumstances. An ecological approach to youth services can lead to the more effective use of the individual and network resources already in the community. (SLD)

ED 356 310 UD 029 179

Sutman, Francis X. Guzman, Ana

Teaching and Learning Science with Understanding to Limited English Proficient Students: Excellence through Reform.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—Dec 92

Contract—RI88062013

Note—159p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, Bilingual Education, *Curriculum Development, Educational Change, *Educational Improvement, Educational Practices, Elementary Secondary Education, English, *Learning Strategies, *Limited English Speaking, Public Schools, *Science Instruction, Second Language Instruction, *Teaching Methods

Identifiers—Language Minorities, Reform Efforts, Science Achievement

This paper, which considers effective science teaching and learning for limited English proficient (LEP) students in U.S. schools, is based on the assumption that science and English language can be effectively learned together without excessive emphasis on students' native language, although teachers and aides who have knowledge of LEP students' first language can enhance instruction through its judicious use. Science and language instructional goals for LEP minorities; pedagogical practices that either enhance or inhibit the attainment of these goals of enhanced learning; publications that support the proposed pedagogical practices; and science/curriculum and instruction for LEP students, are all discu ssed or provided. Central to the pedagogy described n this monograph is the use of related or thematic lessons in which sciences serves as the driving force though the materials integrate both science and language (English). Each related lesson series is referred to as an IALS or integrated activity (ased) learning sequence; an IALS for the elementary grades, called "How Do Living Things Behave?" is described in full. Ways in which the IALS integrates the best pedagogical practices to greatly enhance science and basic skills learning among LEP students; the nature of science driven instruction for LEP students; and conditions to support reform in science driven instruction for these students are also described. Two appendixes are included. Appendix A provides an example of another IALS, this one designed for the upper grades. Appendix B provides 157 annotated references for science teachers, educators, policymakers, and others for improving science instruction for LEP students. (RLC)

ED 357 113 UD 029 189

Sutman, Francis X. And Others

Teaching Science Effectively to Limited English Proficient Students. ERIC/CUE Digest, Number 87.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-93-1; ISSN-0889-8049

Pub Date—Mar 93

Contract—RI88062013

Note—5p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Cooperative Learning, *Curriculum Development, Discovery Learning, Educational Discrimination, Elementary School Students, Elementary Secondary Education, English (Second Language), Equal Education, Inquiry, Inservice Teacher Education, *Limited English Speaking, Parent Participation, *Science Instruction, Secondary School Students, *Second Language Instruction, *Teaching Methods, Thinking Skills

Identifiers—ERIC Digests

New teaching methods and curricula that show promise in their ability to provide limited English proficient (LEP) students with a good education in both science and English are discussed and illustrated. Discriminatory practice has led to the clustering of LEP students into low ability tracks without consideration of their actual abilities and potential, resulting in underrepresentation of minorities in advanced mathematics and science classes. To stimulate children's intellectual development, school professionals must become familiar with the diverse backgrounds of their students to make instruction more meaningful. Science content taught to LEP students should be the same as that taught to other students. Furthermore, English language instruction must be an integral objective of all science instruction. Instructional techniques must emphasize development of thinking skills. Research has supported the effectiveness of cooperative learning for teaching science to LEP students. An inquiry/discovery approach is especially effective for LEP students. Innovations to improve science instruction for LEP students can best be implemented through teacher training, new curricula, parent involvement, and new approaches to assessment. A 22-item list of general references is supplemented by a list of 15 items related to instructional materials. (SLD)

ED 357 130 UD 029 218

Ascher, Carol

Efficiency, Equity, and Local Control–School Finance in Texas. ERIC/CUE Digest, Number 88.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-93-2; ISSN-0889-8049

Pub Date—Apr 93

Contract—RI88062013

Note—5p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Constitutional Law, *Court Litigation, Educational Change, *Educational Finance, Educational Planning, Elementary Secondary Education, *Equal Education, Equalization Aid, Expenditures, School Districts, *State Aid, State Programs, Tax Allocation, Taxes

Identifiers—*Edgewood Independent School District v Kirby, ERIC Digests, Reform Efforts, *Texas

The system of school finance equity in Texas is described as it existed before the court case Edgewood Independent School District (ISD) v. Kirby, and the overhaul mandated by legal rulings in the evolving Edgewood case is reviewed. In Texas, as elsewhere, the system of school finance has historically been based on the local property taxes collected at the district level. In Texas, these funds

have been supplemented by state Foundation School Program funds. In fact, wealthy districts have been able to raise more money and to avoid caps on their spending. In 1987, the District Court held in "Edgewood" that the Texas system was unconstitutional in that it denied children in poor districts the equal protection of the laws and failed to provide an efficient educational system. This decision was overruled in the Texas Appeals Court, a decision subsequently reversed by the Texas Supreme Court, which reaffirmed that the state system was not constitutional. Since 1990 both the legislature and the plaintiffs have proposed new funding plans. The discussion surrounding these proposals is reviewed, with attention to issues of equity and school consolidation. The state school finance law is being rewritten in 1993, with current economic concerns added to those already identified for educational equity. (SLD)

ED 357 131 UD 029 221
Burnett, Gary
The Assessment and Placement of Language Minority Students. ERIC/CUE Digest, Number 89.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-3; ISSN-0889-8049
Pub Date—Apr 93
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *Disadvantaged Youth, Educational Discrimination, Elementary School Students, Elementary Secondary Education, *English (Second Language), Equal Education, Language Enrollment, *Language Proficiency, *Minority Group Children, *Needs Assessment, Parent Participation, Politics of Education, School Policy, Secondary School Students, Second Language Instruction, Student Evaluation, *Student Placement
Identifiers—ERIC Digests, Home Language Survey, *Language Minorities
The assessment and placement of language minority students remain among the most serious problems facing schools today. As of 1990, 14 percent of the school-aged population in the United States comes from language minority backgrounds. Significant numbers of these students are not being properly identified by educators. Assessment procedures in a school often reflect local politics as well as student needs, and thus, no single universally acceptable model has been developed for any aspect of the language assessment process. Still, all districts must determine which students to assess and develop testing mechanisms. In most cases information from teachers and the Home Language Survey act as screening mechanisms for schools to determine if further evaluation is necessary. Various achievement and language proficiency tests have been developed to determine student eligibility for language or other services. Although tests should measure all aspects of language skill, many only evaluate oral skills. Improvements in assessment could take the form of "Student Centers" designed to ensure the equitable treatment of incoming language minority students; multiple assessment methods with teacher involvement in the evaluation; and parent participation in the process. Offers 13 references. (JB)

ED 358 198 UD 029 249
Yates, Larry
Building a Successful Parent Center in an Urban School. ERIC/CUE Digest, Number 90.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-4; ISSN-0889-8049
Pub Date—May 93
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Philosophy, Elementary Secondary Education, *Family Involvement, Interaction, Models, Parent Child Relationship, Parent Education, *Parent Participation, Parent School Relationship, Program Implementation, *School Community Relationship, *Urban Schools
Identifiers—ERIC Digests, *Parent Child Centers
The principles and practices of successful parent centers in urban schools are presented so that parents and staff can use them when developing a center. The successful center begins with adoption of a model or philosophy to guide parents and staff. An interactive learning model is suggested as the most workable one, and its principles are summarized as follows: (1) parents have their own place, planning and staffing their own center; (2) everyone learns from everyone else, with children the main attraction of the center; (3) the parent center is essential to the school's operation, taking over the school's business with parents; and (4) the center is accessible and hospitable. A parent center should be a place where parents feel at home and enjoy themselves even as they learn. Activities should combine business and fun. (SLD)

ED 358 199 UD 029 250
Ascher, Carol
The Changing Face of Racial Isolation and Desegregation in Urban Schools. ERIC/CUE Digest, Number 91.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-93-5; ISSN-0889-8049
Pub Date—May 93
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, Court Litigation, Cultural Differences, *Demography, *Educational Philosophy, Educational Research, Elementary Secondary Education, *Equal Education, Non English Speaking, Racial Attitudes, Racial Composition, *Racially Balanced Schools, School Choice, *School Desegregation, Social Isolation, *Urban Schools, Voluntary Desegregation
Identifiers—Brown v Board of Education, Diversity (Student), ERIC Digests
This digest focuses on several issues in school desegregation that stem from recent changes in demography, policy, and research. Change in student diversity, the first consideration, is even more marked in cities than in the country as a whole, with only 9 of 47 urban cities in the Great City Schools network having a majority white enrollment. There have been changes in national desegregation policies as well as voluntary desegregation through school choice. The recent influx in immigrant children has brought into new focus the potential conflict between school desegregation and bilingual education as children whose native language is not English have needed to be grouped together for instruction, or integrated into mainstream classes without native language instruction. As the 1954 suit, Brown v Topeka Board of Education claimed, racial balance does appear to affect achievement. The systemic inequities of segregated schools are a reason why resources and school effectiveness issues have joined racial balance as aspects of desegregation politics. (SLD)

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The Effects of Homogeneous Groupings in Mathematics. ERIC/CSMEE Digest.
ED 359 065 (SE)

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ED 352 776 (EC)
Identifying and Serving Recent Immigrant Children Who Are Gifted. ERIC Digest #E520.
ED 358 676 (EC)

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Academic Advising: Organizing and Delivering Services for Student Success. New Directions for Community Colleges, Number 82, Summer 1993.
ED 357 811 (JC)
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ED 355 250 (TM)

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Innovative Programs and Promising Practices in Adult ESL Literacy. ERIC Digest.
ED 358 748 (FL)
Instituting Enduring Innovations. Achieving Continuity of Change in Higher Education. ASHE-ERIC Higher Education Report No. 7, 1992.
ED 358 809 (HE)
Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education. ERIC Digest.
ED 358 811 (HE)
Instructional Development for Distance Education. ERIC Digest.
ED 351 007 (IR)
Integrated Curriculum in the Middle School. ERIC Digest.
ED 351 095 (PS)
Integrated Services: A Summary for Rural Educators. ERIC Digest.
ED 357 906 (RC)
Integrated Services: New Roles for Schools, New Challenges for Teacher Education. ERIC Digest.
ED 355 197 (SP)
Integrating Academic and Vocational Education: An Equitable Way To Prepare Middle Level Students for the Future. ERIC/CUE Digest, Number 83.
ED 354 283 (UD)
Integrating Reading and Writing into Adult ESL Instruction. ERIC Digest.
ED 358 749 (FL)
Integrating Science and Math in Vocational Education. ERIC Digest.
ED 355 456 (CE)
Integrating Science, Mathematics, and Environmental Education: Resources and Guidelines. The Curriculum File.
ED 359 054 (SE)
Internationalizing Career Planning: A New Perspective for College Career Centers.
ED 348 624 (CG)
Issues in Statewide Reading Assessment.
ED 360 315 (TM)
Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.
ED 360 117 (RC)
Joining Youth Needs and Program Services. Urban Diversity Series No. 104.
ED 355 306 (UD)
The Language Experience Approach and Adult Learners. ERIC Digest.
ED 350 887 (FL)
The Leadership Compass. Values and Ethics in Higher Education. ERIC Digest.
ED 350 970 (HE)
Leadership in Civic Education. ERIC Digest.
ED 351 270 (SO)
Learner Assessment in Adult ESL Literacy. ERIC Q & A.
ED 353 863 (FL)
Learning Disabilities. ERIC Digest #E516.
ED 352 779 (EC)
Learning Disabilities: Glossary of Some Important Terms. ERIC Digest #E517.
ED 352 780 (EC)
Maintaining Faculty Excellence. New Directions for Community Colleges, Number 79.
ED 353 027 (JC)
Making Meaning, Making Change. Participatory Curriculum Development for Adult ESL Literacy. Language in Education: Theory & Practice 78.
ED 356 688 (FL)
Making the Grade: Teacher Education's Role in Achieving the National Education Goals. ERIC Digest.
ED 358 069 (SP)
Managing Youth Development Programs for At-Risk Youth: Lessons from Research and Practical Experience. Urban Diversity Series No. 103.
ED 352 436 (UD)
Meeting Youth Needs with Community Programs. ERIC Digest, Number 86.
ED 356 291 (UD)
Mexican Immigrants in High Schools: Meeting Their Needs. ERIC Digest.
ED 357 905 (RC)
The Migrant Student Record Transfer System (MSRTS): An Update. ERIC Digest.
ED 357 909 (RC)
Minority Participation in Continuing Education. Trends and Issues Alerts.
ED 354 384 (CE)
Multicultural Counseling. ERIC Digest.
ED 357 316 (CG)
Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.
ED 360 103 (PS)
Multiple Perspectives on the Quality of Early Childhood Programs. ERIC Digest.
ED 355 041 (PS)
Myths and Misconceptions about Second Language Learning. ERIC Digest.
ED 350 885 (FL)
National Assessments in Europe and Japan. ERIC/TM Digest.
ED 355 251 (TM)
National Board for Professional Teaching Standards–Update. ERIC Digest.
ED 351 336 (SP)
Native Education Directory: Organizations and Resources for Educators of Native Peoples of the United States and Territories.
ED 359 014 (RC)
Networking: K-12. ERIC Digest.
ED 354 903 (IR)

Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin.
ED 360 154 (SE)
Nongraded and Mixed-Age Grouping in Early Childhood Programs. ERIC Digest.
ED 351 148 (PS)
Open-Ended Questions in Reading. ERIC/TM Digest.
ED 355 253 (TM)
Outdoor Education Directory: Organizations Involved in Outdoor Experiential Education.
ED 357 944 (RC)
Peer and Cross-Age Tutoring. ERIC Digest, Number 79.
ED 354 608 (EA)
Person-Fit Statistics: High Potential and Many Unanswered Questions. ERIC/TM Digest.
ED 355 249 (TM)
Perspectives on the Community College: Essays.
ED 349 041 (JC)
Philosophical Considerations for Curriculum Development in Environmental Education. The Environmental Outlook: An Informational Bulletin from ERIC/CSMEE.
ED 359 046 (SE)
The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children. ERIC Digest.
ED 351 150 (PS)
Portfolio Assessment in Adult, Career, and Vocational Education. Trends and Issues Alerts.
ED 354 385 (CE)
Poverty and Learning. ERIC Digest, Number 83.
ED 357 433 (EA)
A Precedent for Test Validation. ERIC/TM Digest.
ED 355 250 (TM)
Preparing for a Global Community. Achieving an International Perspective in Higher Education. ASHE-ERIC Higher Education Report No. 2, 1992.
ED 350 892 (HE)
Preparing for a Global Community. Achieving an International Perspective in Higher Education. ERIC Digest.
ED 350 971 (HE)
Problem Solving in Early Childhood Classrooms. ERIC Digest.
ED 355 040 (PS)
Problem Solving Research in Middle/Junior High School Science Education.
ED 351 208 (SE)
Promoting a Concern for the Environment.
ED 351 206 (SE)
Prospects in Principal Preparation. ERIC Digest, Number 77.
ED 350 726 (EA)
Providing an Appropriate Education to Children with Attention Deficit Disorder. ERIC Digest #E512.
ED 352 747 (EC)
Psychosocial Development of Women: Linkages to Teaching and Leadership in Adult Education. Information Series No. 350.
ED 354 386 (CE)
Public Libraries and Cultural Diversity. ERIC Digest.
ED 358 871 (IR)
Quality: Transforming Postsecondary Education. ASHE-ERIC Higher Education Report No. 3, 1992.
ED 351 922 (HE)
Quality: Transforming Postsecondary Education. ERIC Digest.
ED 350 972 (HE)
Reading across the Curriculum: A Research Report for Teachers.
ED 350 597 (CS)
Read! 101 Ideas To Help Your Children Learn To Read and Write. Bilingual Edition = Leamos! Prepare a sus hijos a leer y escribir: 101 Ideas. Texto Bilingue.
ED 358 443 (CS)
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing, and Safety. ASHE-ERIC Higher Education Report No. 5.
ED 354 837 (HE)
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety. ERIC Digest.
ED 355 860 (HE)
Reducing Errors Due to the Use of Judges. ERIC/TM Digest.
ED 355 254 (TM)
Reggio Emilia: Some Lessons for U.S. Educators. ERIC Digest.
ED 354 988 (PS)
Resampling: A Marriage of Computers and Statistics. ERIC/TM Digest.
ED 355 252 (TM)
Resources for Teaching about Japan.
ED 360 245 (SO)
Resources for Teaching Art from a Multicultural Point of View.
ED 350 250 (SO)
Resources on Professional Development Schools: An Annotated Bibliography.
ED 359 177 (SP)
Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling.
ED 359 593 (EA)
Rural Education Directory: Organizations and Resources.
ED 359 015 (RC)
Safer Playgrounds for Young Children. ERIC Digest.
ED 355 206 (SP)
School Discipline. ERIC Digest, Number 78.
ED 350 727 (EA)
Schools and the Shaping of Character: Moral Education in America, 1607-Present.
ED 352 310 (SO)
School-University Partnerships and Educational Technology. ERIC Digest.
ED 358 840 (IR)
Selected Contemporary Work Force Reports: A Synthesis and Critique. Information Series No. 354.
ED 354 390 (CE)
Self-Esteem and Narcissism: Implications for Practice. ERIC Digest.
ED 358 973 (PS)
Small Groups in Adult Literacy and Basic Education. ERIC Digest No. 130.
ED 350 490 (CE)
Spanish for U.S. Hispanic Bilinguals in Higher Education. ERIC Digest.
ED 350 881 (FL)
Speaking of Language: An International Guide to Language Service Organizations.
ED 353 848 (FL)
Staff Development for ABE and ESL Teachers and Volunteers. ERIC Digest.
ED 353 862 (FL)
Standard Setting As Educational Reform: Trends and Issues Paper No. 8.
ED 358 068 (SP)
Standards for Student Performance. ERIC Digest, Number 81.
ED 356 553 (EA)
Strategies for Teaching at a Distance. ERIC Digest.
ED 351 008 (IR)
Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals. ERIC Digest.
ED 357 317 (CG)
Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. Trends & Issues Paper.
ED 351 741 (EA)
Students at Risk in Mathematics: Prevention and Recovery in Elementary Schools.
ED 350 175 (SE)
Substance Abuse Policy. ERIC Digest, Number 80.
ED 355 651 (EA)
Successful Detracking in Middle and Senior High Schools. ERIC/CUE Digest, Number 82.
ED 351 426 (UD)
A Summary of Research in Science Education–1991.
ED 355 110 (SE)
Taking Stock of School Restructuring.
ED 357 428 (EA)
Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL. Language in Education: Theory & Practice 79.
ED 356 687 (FL)
Teacher-As-Researcher. ERIC Digest.
ED 355 205 (SP)
Teacher-Parent Partnerships. ERIC Digest.
ED 351 149 (PS)
Teaching Elementary Science With Toys. CESI Sourcebook VII.
ED 359 053 (SE)
Teaching Minority Students To Write Effectively. ERIC Digest.
ED 358 487 (CS)
Teaching Science Effectively to Limited English Proficient Students. ERIC/CUE Digest, Number 87.
ED 357 113 (UD)
Teaching Science through Inquiry. ERIC/CSMEE Digest.
ED 359 048 (SE)
Teaching Values in the Literature Classroom: A Debate in Print. A Public School View. A Catholic School View.
ED 351 704 (CS)
Teaching Values through Teaching Literature. Teaching Resources in the ERIC Database (TRIED).
ED 352 673 (CS)
Technology and Second Language Learning. ERIC Digest.
ED 350 883 (FL)
Telecommunications and Distance Education. ERIC Digest.
ED 358 841 (IR)
Television Viewing. Focused Access to Selected Topics (FAST) Bib No. 68.
ED 356 508 (CS)
Thorough and Fair: Creating Routes to Success for Mexican-American Students.
ED 360 116 (RC)
Trends and Issues in the Dissemination of Child Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2.
ED 360 102 (PS)
Trends in K-12 Social Studies. ERIC Digest.
ED 351 278 (SO)
Two H's and an O: A Teaching Resource Packet on Water Education.
ED 359 074 (SE)
Understanding the National Goals. ERIC Digest.
ED 358 581 (EA)
Urban Youth in Community Service: Becoming Part of the Solution. ERIC/CUE Digest, Number 81.
ED 351 425 (UD)
Using Cooperative Learning in Science Education.
ED 351 207 (SE)
Visual Impairments. ERIC Digest #E511.
ED 349 774 (EC)
Vocational Education's Role in Dropout Prevention. ERIC Digest.
ED 355 455 (CE)
What Is Linguistics? ERIC Digest. [Revised].
ED 350 882 (FL)
Whole Language in the Elementary School. Focused Access to Selected Topics (FAST) Bib No. 67.
ED 356 459 (CS)
Who's Missing from the Classroom: The Need for Minority Teachers. Trends and Issues Paper, No. 9.
ED 352 361 (SP)
Women, Human Development, and Learning. ERIC Digest.
ED 358 379 (CE)
Workplace Literacy: A Guide to the Literature and Resources. Information Series No. 352.
ED 354 388 (CE)
Workplace Literacy: An Update. Focused Access to Selected Topics: FAST Bib No. 69.
ED 356 471 (CS)
Workplace Literacy: Lessons from Practice. ERIC Digest No. 131.
ED 354 416 (CE)
Writing across the Curriculum: Toward the Year 2000. ERIC Digest.
ED 354 549 (CS)
Writing To Learn. Focused Access to Selected Topics (FAST) Bib No. 66.
ED 356 484 (CS)
Young Children on the Grow: Health, Activity, and Education in the Preschool Setting. Teacher Education Monograph No. 13.
ED 350 303 (SP)

Young Children's Social Development: A Checklist. ERIC Digest.
ED 356 100 (PS)
Youth Apprenticeship. Trends and Issues Alerts.
ED 359 375 (CE)

Social Studies Development Center, Bloomington, Ind.
Schools and the Shaping of Character: Moral Education in America, 1607-Present.
ED 352 310 (SO)

Special Education Programs (ED/OSERS), Washington, DC.
The Individuals with Disabilities Education Act (IDEA). Legal Foundations, Number 2.
ED 357 553 (EC)
Research in Special Education: Directory of Current Projects. 1992 Edition.
ED 350 799 (EC)
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Legal Foundations, Number 1.
ED 357 552 (EC)

United States-Japan Foundation.
Resources for Teaching about Japan.
ED 360 245 (SO)

Document Resumes for Adjunct Clearinghouse Publications (Arranged by Adjunct)

The following eighteen (18) resumes represent publications produced by the various adjunct ERIC Clearinghouses and announced in 1993. These resumes also appear (and are indexed) in the main section of this bibliography under the Clearinghouse with which they are associated.

Art Education

ED 354 208 SO 022 918
Clark, Gilbert Maher, Kevina
Contemporary Materials for Teaching New Aspects of Art Education. A Resources Review.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; Getty Center for Education in the Arts, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 92
Contract—RI88062009
Note—114p.
Available from—Publications Manager, Social Studies Development Center, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Aesthetic Values, Annotated Bibliographies, *Art Criticism, *Art Education, Elementary Secondary Education, *Instructional Materials

This document is an annotated bibliography of currently available instructional materials and resources for use in art education. As teachers strive to implement new emphases on content and learning experiences related to newer aspects of art education such as aesthetics, art criticism, and art history, as well as creative art experiences, they are asking many questions concerning what kinds of instructional resources they can use to enrich existing creative arts or art production curricula. This book has been designed to help students, teachers, and others concerned with art education at all levels select and use the materials advocated by proponents of newer forms of art education, including discipline-based art education. Approximately half of the document consists of art-related citations from the ERIC database which are subdivided by current documents, journal, articles, and units and lessons in journals. Information in the report includes examples of curricula; museum, teacher, and student kits; art reproductions; audio-visual materials; games; posters; and time lines. Information for each item cited includes the title, name and address of producer, publication date, appropriate grade level, format (e.g., slides, card set, etc.), an abstract describing the content, and related resources. The report presents an introduction to ERIC, an explanation of documents available from ERIC, and information about ordering ERIC documents. (LBG)

Clinical Schools

ED 359 177 SP 034 620
Abdal-Haqq, Ismat, Comp.
Resources on Professional Development Schools: An Annotated Bibliography.
Adjunct ERIC Clearinghouse on Clinical Schools, Washington, DC.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y. Education and Research Div.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-109-0
Pub Date—93
Contract—RI88062015
Note—70p.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle N.W., Suite 610, Washington, DC 20036-1186 ($14.50, includes shipping and handling).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, *College School Cooperation, Demonstration Programs, *Educational Change, Educational Principles, Elementary Secondary Education, Higher Education, *Information Sources, *Inservice Teacher Education, *Preservice Teacher Education, Program Development, Program Implementation, School Restructuring, School Role
Identifiers—*Professional Development Schools

The 119 annotations, as well as the other resources, that are included in this bibliography and resource guide relate to professional development schools (PDSs), professional practice schools, clinical schools, partner schools, and similar institutions. Because they are envisioned as exemplary settings where preservice, novice, and experienced teachers can hone their teaching skills and where innovations can be developed and tested, the PDS is often compared to the teaching hospital. Each is seen as playing a pivotal role in training skilled practitioners. The written sources that have been abstracted for this guide deal with a variety of topics related to PDSs: institutionalization, collaboration, definition, resource allocation, development, implementation, and evaluation. Concept papers, research reports, handbooks, bibliographies, course outlines, policy statements, and historical perspectives are represented. The appendices include lists of newsletters which frequently contain information on PDSs, audio cassette tapes of conference sessions related to PDSs, and groups or organizations that are associated with PDSs, as well as a fact sheet on the Clinical Schools Clearinghouse. (IAH)

Consumer Education

ED 351 612 CE 062 537
Bonner, Patricia A.
Consumer Competency: A National Status Report. ERIC Digest No. 1.
Adjunct ERIC Clearinghouse on Consumer Education, Ypsilanti, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CN-92-01
Pub Date—92
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consumer Economics, *Consumer Education, Consumer Protection, Consumer Science, *Educational Objectives, Elementary Secondary Education, Faculty Development, *Instructional Improvement, Money Management, Program Improvement, Teacher Education, *Teacher Improvement
Identifiers—ERIC Digests

Concepts in consumer education can be arranged into a taxonomy of three primary categories: decision making, resource management, and citizen participation. Consumer programs have these goals: (1) producing competent buyers and users of goods and services; (2) producing competent financial managers; (3) producing an understanding of the economy; (4) generating an acceptance of consumer responsibilities and assertion of consumer rights; and (5) helping people examine their values to develop a philosophy enabling them to achieve satisfaction within resources they possess. Surveys of consumer knowledge and skills of students and adults in the United States reveal large gaps. Lack of consumer competency is attributed to several factors, including the following: consumer education is not uniformly available; teachers are not prepared to teach consumer education; and limited opportunity for consumer education exists beyond the classroom. Recommendations for improving the level of consumer competency range from marketing to miscellaneous improvements in the nation's education programs. Suggestions for the nation's schools include universal requirements for instruction in consumer education, requirements that focus specifically on consumer skills and awareness, adequate preparation of consumer education instructors, and continuing support for teachers. (Contains 11 references.) (YLB)

ESL Literacy Education

ED 350 886 FL 800 557
Cumming, Alister
Access to Literacy for Language Minority Adults. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-02
Pub Date—Jun 92
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, English (Second Language), *Females, *Immigrants, *Literacy Education, *Minority Groups, Program Descriptions
Identifiers—ERIC Digests, *North America
This Digest describes factors that may restrict access to adult literacy education in North America and discusses several potential solutions to these problems from programs that have aimed to provide adult literacy instruction to specific minority groups. Although the barriers and potential solutions apply to all minority groups, two populations often considered "at risk"–immigrant women and involuntary minorities–are given particular attention. (Contains 18 references.) (ERIC Adjunct Clearinghouse on Literacy Education) (VWL)

ED 350 887 FL 800 558
Taylor, Marcia
The Language Experience Approach and Adult Learners. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-01
Pub Date—Jun 92
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, *English (Second Language), *Language Experience Approach, *Literacy, Oral Language, Second Language Instruction, *Teaching Methods
Identifiers—ERIC Digests
This Digest focuses on using the language experience approach for teaching adult English-as-a-Second-Language (ESL) learners. The language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings with homogeneous or heterogenous groups of learners. Specific sections of the digest look at the following: (1) features of the language experience approach; (2) LEA with ESL learners; and (3) two variations of LEA (personal experience and group experience). It is conclude that although the LEA was developed primarily as a tool for reading development, this technique can be used successfully to develop listening, speaking, and writing as well. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 353 861 FL 800 611
Holcomb, Tom Peyton, Joy Kreeft
ESL Literacy for a Linguistic Minority: The Deaf Experience. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-03
Pub Date—Jul 92
Contract—RI89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adults, *Cultural Differences, *Deafness, *English (Second Language), *Literacy, *Literacy Education, Teaching Methods
Identifiers—ERIC Digests
Learning to read and write effectively is a challenging task for many adults, particularly for those who are deaf or hard-of-hearing. In spite of concerted efforts by educators to facilitate the development of literacy skills in deaf individuals, most deaf high school graduates read English at roughly a third or fourth grade level as determined by standardized reading assessments. Having limited English skills acts as a barrier for deaf people in the workplace. They often have had limited opportunities at school for vocational training. They may also have difficulties communicating with hearing co-workers and may have poor performance on work-related reading and writing tasks. This digest offers possible explanations for these difficulties and describes new approaches in deaf education that show promise for improving the literacy skills of deaf students. Specific sections address the reassessment of sources of literacy difficulties (i.e., linguistic differences, cultural differences, and educational deficiencies), and current approaches to literacy development. (VWL)

ED 353 862 FL 800 612
Kutner, Mark
Staff Development for ABE and ESL Teachers and Volunteers. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contract—RI89166001
Note—3p.
Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *English (Second Language), Instructional Development, *Language Teachers, *Staff Development, *Volunteers
Identifiers—ERIC Digests
Preparation of instructors is considered to be one of the greatest needs in adult basic education (ABE) and English-as-a-Second Language (ESL) programs. Many ABE and ESL teachers and volunteer instructors receive little or no training, either in subject matter content or in the process of teaching English to adults. The challenge for the adult education field is to design an effective system of staff development within the constraints of the ABE and ESL delivery system. These constraints include limited financial resources for programs, the part-time nature of instruction for adults, high instructor turnover, few state training requirements for ABE and ESL instructors, and lack of a unified adult education research base. This digest summarizes research on the formats of staff development for ABE and ESL teachers and volunteer instructors and identifies key elements of effective staff development programs. (VWL)

ED 353 863 FL 800 613
Wrigley, Heide Spruck
Learner Assessment in Adult ESL Literacy. ERIC Q & A.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contract—RI89166001
Note—5p.
Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adults, Comparative Analysis, *English (Second Language), *Literacy, *Standardized Tests, *Student Evaluation
Identifiers—*Alternative Assessment
This document focuses on assessing Adult English-as-a-Second-language (ESL) literacy skills. Implementing and developing sound assessments for ESL literacy has become a big challenge–a task made even more difficult because a framework for assessments that provide useful data for ESL literacy programs has not yet been developed. To help clarify some of the issues, this document compares standardized tests and alternative assessments and provides some examples of effective alternative assessments used in the field. Specific sections address the following: (1) how ESL is currently assessed; (2) what the role of standardized testing is in adult ESL literacy; (3) what kinds of standardized tests are common; (4) what some of the advantages and shortcomings are of standardized tests; (5) what alternative assessment is; (6) and what alternative approaches to assessment show promise. (Contains 25 references.)

ED 353 864 FL 800 621
Smallwood, Betty Anzin
Children's Literature for Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-06
Pub Date—Nov 92
Contract—RI89166001
Note—3p.

ESL Literacy Education (Cont.)

Available from—Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Books, *Childrens Literature, Class Activities, *English (Second Language), Family Programs, *Instructional Materials, *Literacy Education
Identifiers—ERIC Digests

Children's literature, widely used with elementary English-as-a-Second-Language (ESL) students, can be adapted to teach literacy skills to adult ESL learners as well. Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address mature themes and topics. Its successful use in adult ESL programs is enhanced by age-sensitive book selections, clear class presentations, and the creative development of related lesson and unit plans. From its strong foundation as a way to develop literacy in elementary schools, children's literature has recently become incorporated into family literacy programs, in which parents learn to read in order to transmit literacy patterns to their children. This trend is now spreading to the newly developing ESL family literacy programs and general adult ESL programs. The benefits of children's literature, book selection, classroom presentation, and extension activities are discussed. (VWL)

ED 356 687 FL 800 657
Nash, Andrea And Others
Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL. Language in Education: Theory & Practice 79.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC; Center for Applied Linguistics, Wash., DC; National Clearinghouse on Literacy Education, Wash., DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-93-735478-3
Pub Date—92
Contract—RI89166001
Note—78p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, Autobiographies, Bilingualism, *Classroom Communication, Classroom Techniques, *Curriculum Development, Daily Living Skills, *English (Second Language), Error Correction, Group Dynamics, Immigrants, Language Experience Approach, Language Maintenance, Language of Instruction, Language Role, Learning Processes, *Literacy Education, Native Language Instruction, Oral History, Parent Child Relationship, Parent Participation, Program Evaluation, Self Expression, Sex Bias, Sex Stereotypes, *Student Participation, Teaching Methods
Identifiers—Two Way Bilingual Education

This curriculum sourcebook is designed as a guide for educators of limited-English-speaking adults in literacy education programs. It consists of accounts of actual learning and teaching experiences using a participatory approach to instruction and curriculum development, written by teachers in community-based adult education. An introductory section gives a background to the guide. The first chapter discusses the importance of articulation of feelings as a survival skill. Chapter 2 focuses on the immigrant experience. Topics include the language experience approach, working with beginning level students, sex bias and stereotypes, oral history, literacy as a skill for solving daily problems, and use of autobiographies as a teaching technique. Chapter 3 discusses the mother-child relationship as both a curriculum topic and a means of involving parents in children's learning. Brief essays address these topics: writing about mothers; parent concerns about school; parent involvement in homework; and the family class–teaching parents and children together. The fourth chapter contains articles on teaching techniques and approaches, including process writing, use of correction in class, using pictures as a stimulus for writing, native language use in class, two-way bilingualism, native language literacy, developing curriculum around class participation, and student and program evaluation. A glossary and list of resources are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 356 688 FL 800 658
Auerbach, Elsa Roberts
Making Meaning, Making Change. Participatory Curriculum Development for Adult ESL Literacy. Language in Education: Theory & Practice 78.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-93-735479-1
Pub Date—92
Contract—RI89166001
Note—149p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, Classroom Techniques, Course Content, *Curriculum Development, Daily Living Skills, *English (Second Language), Family Programs, *Literacy Education, Program Design, *Relevance (Education), *Student Participation, Teaching Methods

This guide offers ideas for adult literacy curriculum development using a participatory approach. Its intent is not to prescribe a curriculum but to raise issues associated with the varied needs of limited-literacy students and with development of curricula to address these needs. An introductory section discusses how the guide evolved and can be used. Chapter 1 explains the principles behind the participatory approach to curriculum development. Chapter 2 discusses program structure, including the relationship between structure and practice, the institutional context, staffing, site selection, student population, admission, orientation, and support services. The third chapter moves into the classroom, looking at the participatory cycle in action. Chapter 4 discusses how to find student themes, including establishment of a participatory atmosphere, practice of conscious listening for issues, problems, and concerns, and use of catalyst activities to elicit these issues and concerns. The fifth chapter discusses how to develop curriculum around themes, and recurring issues arising in the process are examined in chapter 6. Chapter 7 looks at how students can and do use literacy to make meaningful change in their lives. The eighth chapter outlines issues and methods in student evaluation. A list of additional resources is appended. (Contains 55 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 358 747 FL 800 647
Rivera, Klaudia M.
Developing Native Language Literacy in Language Minority Adults. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-07
Pub Date—Oct 90
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *English (Second Language), *Literacy, *Literacy Education, Models, *Native Language Instruction, Program Descriptions, Second Language Learning, Skill Development, *Teaching Methods
Identifiers—ERIC Digests

Adult education programs must increasingly serve non-native speakers of English, many of whom are neither literate in their native language nor in English. It is suggested that first language literacy promotes second language acquisition and that literacy skills in the native language are likely to transfer to the second language. This digest defines the central cognitive and psycholinguistic tenets inherent in the native language literacy approach and provides social, cultural, and political justification for the approach. Instructional delivery models for initial literacy and other literacy program models are described. It is concluded that more research on the results of the different approaches to teaching English-as-a-Second-Language literacy skills is needed. Such research should consider not only the pedagogical and linguistic factors involved in the education of adults, but also the social and political implications of bilingualism and biliteracy with regard to equal opportunities and full participation in society. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 748 FL 800 648
Wrigley, Heide Spruck
Innovative Programs and Promising Practices in Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-92-07
Pub Date—Feb 93
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communicative Competence (Languages), *English (Second Language), *Literacy, Literacy Education, Metacognition, *Native Language Instruction, Second Language Learning, *Teaching Methods, *Videotape Recordings, Writing (Composition)
Identifiers—ERIC Digests

Promising practices in the adult English-as-a-Second-Language literacy field that were observed by researchers during site visits are described in this digest. These innovative programs provide a social context for literacy, allow learning through hands on experience, and use learner-generated materials. Some programs may use the native language as a bridge to English. Native language literacy programs have been used successfully in regions where non-literate learners share a common language. Most innovative programs put a primary focus on communication and a secondary focus on error correction. Many programs try to set aside time for discussion of language issues, including explanations of the patterns and structure of English. One promising approach for linking language awareness with meaning-based literacy is a process approach in which learners focus on meaning during the "creative stages" of writing (brainstorming ideas, class discussions, developing drafts) and on form during

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ESL Literacy Education (Cont.)

the revising and editing stages. Video applications also show great promise in literacy education. By providing a visual context for ideas, video communicates ideas independent of print. Although they differ in their specific approaches to language teaching and literacy development, innovative programs have one thing in common: Practitioner have found ways of helping learners to access literacy and use it in ways that are meaningful to them. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 749 FL 800 649

Rabideau, Dan

Integrating Reading and Writing into Adult ESL Instruction. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-93-01

Pub Date—Mar 93

Contract—RI89166001

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *English (Second Language), Instructional Materials, *Literacy, *Literacy Education, Literature, Oral Language, *Reading Instruction, Second Language Learning, *Teaching Methods, *Writing Instruction

Identifiers—ERIC Digests

Some of the major reading and writing practices currently in use in adult English-as-a-Second-Language programs are described in this digest. Reading activities for such learners are similar to those used in adult basic education classes. At the beginning level, students dictate stories to the teacher or give an oral account of an experience. These stories become texts for initial reading instruction when written down. Literature-based programs often let students select their own texts. Two series of readers are recommended. Use of materials such as advertisements are suggested as well as part of an effort to keep material relevant. Writing instruction has three purposes: to provide practice in the language, to offer a chance for experimentation, and to allow learners to set their own goals. Process writing provides practice, experimentation and communication with language all in the context of helping a student express his own ideas. It is concluded that reading and writing along with oral language ability should be an aim of adult education for second language learners and native speakers. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 750 FL 800 683

Huerta-Macias, Ana

Current Terms in Adult ESL Literacy. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-93-03

Pub Date—Jul 93

Contract—RI89166001

Note—4p.

Available from—NCLE, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20036.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *English (Second Language), *Literacy Education, Second Language Instruction, Second Language Learning, *Student Centered Curriculum, *Student Participation, Student Role, Teacher Role, *Teaching Methods, Whole Language Approach

Identifiers—ERIC Digests

This digest defines the concepts of "whole language," "learner-centered," and "participatory," and discusses their application to adult learning in ESL literacy programs. All three approaches advocate that the learner should inform literacy instruction with his or her own particular input, that learners and their background knowledge and experiences should be respected and valued and that learning activities should be relevant to learners' personal situations. The three approaches also differ: "whole language" works from whole to part and emphasizes function over form; "learner-centered" is concerned with collaborative decision-making about the curriculum; and "participatory" focuses on literacy as a vehicle for personal and social change. (Contains 12 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 751 FL 800 684

McGroarty, Mary

Cross-Cultural Issues in Adult ESL Literacy Classrooms. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-93-04

Pub Date—Jul 93

Contract—RI89166001

Note—4p.

Available from—NCLE, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20036.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, *Cross Cultural Training, Cultural Awareness, Cultural Differences, *English (Second Language), Second Language Instruction, Second Language Learning, Sex, Student Role, Teacher Behavior, Teacher Expectations of Students, Teacher Role

Identifiers—ERIC Digests

This digest identifies some of the cultural factors that can influence learner and teacher behavior during classroom English-as-a-Second-Language (ESL) instruction. Four topic areas are discussed: roles of learners and teachers, gender-related issues; appropriate topics for instruction, and behavior at the site of instruction. Given the diversity of the student population along with the part-time and temporary nature of ESL instruction and the varied backgrounds of literacy instructors, it is impossible to offer guidelines for cross-cultural training that fits all adult ESL classrooms equally well. Only cross-cultural efforts that require ongoing mutual discovery and adaptation by both learners and teachers can provide the concrete guidance needed to insure that literacy instruction is culturally as well as linguistically compatible for all those involved. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

U.S. Japan Studies

ED 354 204 SO 022 883

Parisi, Lynn S.

The Constitution and Individual Rights in Japan: Lessons for Middle and High School Students.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-941339-17-3

Pub Date—92

Contract—RI88062009

Note—123p.

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Civil Liberties, *Constitutional Law, Cross Cultural Studies, Foreign Countries, Foreign Culture, Intermediate Grades, *International Law, International Studies, *Law Related Education, Learning Activities, Middle Schools, Political Science, Secondary Education, Social Studies, World History

Identifiers—*Japan, *Japanese Culture

The four teaching units of this publication focus on Japanese constitutional law and history, while providing opportunities for comparison with the constitutional experience of the United States. The four units have been designed as a comprehensive course of study that emphasizes understanding of the historical and cultural context of contemporary situations and issues. While each unit is designed to complement and build upon the preceding units, each activity and unit is self-contained and may be used alone as well as in combination with other resources. The first of the four units is entitled Social and Political Traditions in Japan. It contains three activities: (1) The world according to Confucius, (2) Geography and perceptions of individual society. The second unit, called The Meiji Constitution, contains two activities: (1) The Meiji Constitution in historical context, and (2) Comparing principles of government in the Meiji and U.S. Constitutions. Unit 3, The 1947 Constitution, also contains two activities: (1) Dictating change: a simulation, and (2) Bringing democracy to Japan. Finally, activities in the fourth unit, Individual Rights in Contemporary Japan, are the following: (1) Comparing constitutional rights in Japan and the United States, (2) The tug of war between law and custom: the Fukuoka patricide case, and (3) A half-step behind: the evolution of women's rights in Japan. A 16-item bibliography of teacher background materials and additional readings is included. (DB)

ED 360 245 SO 023 316

Wojtan, Linda S.

Resources for Teaching about Japan.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.

Spons Agency—Japan Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.; United States-Japan Foundation.

Pub Date—93

Contract—RR93002014

Note—60p.

Available from—Publications Manager, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

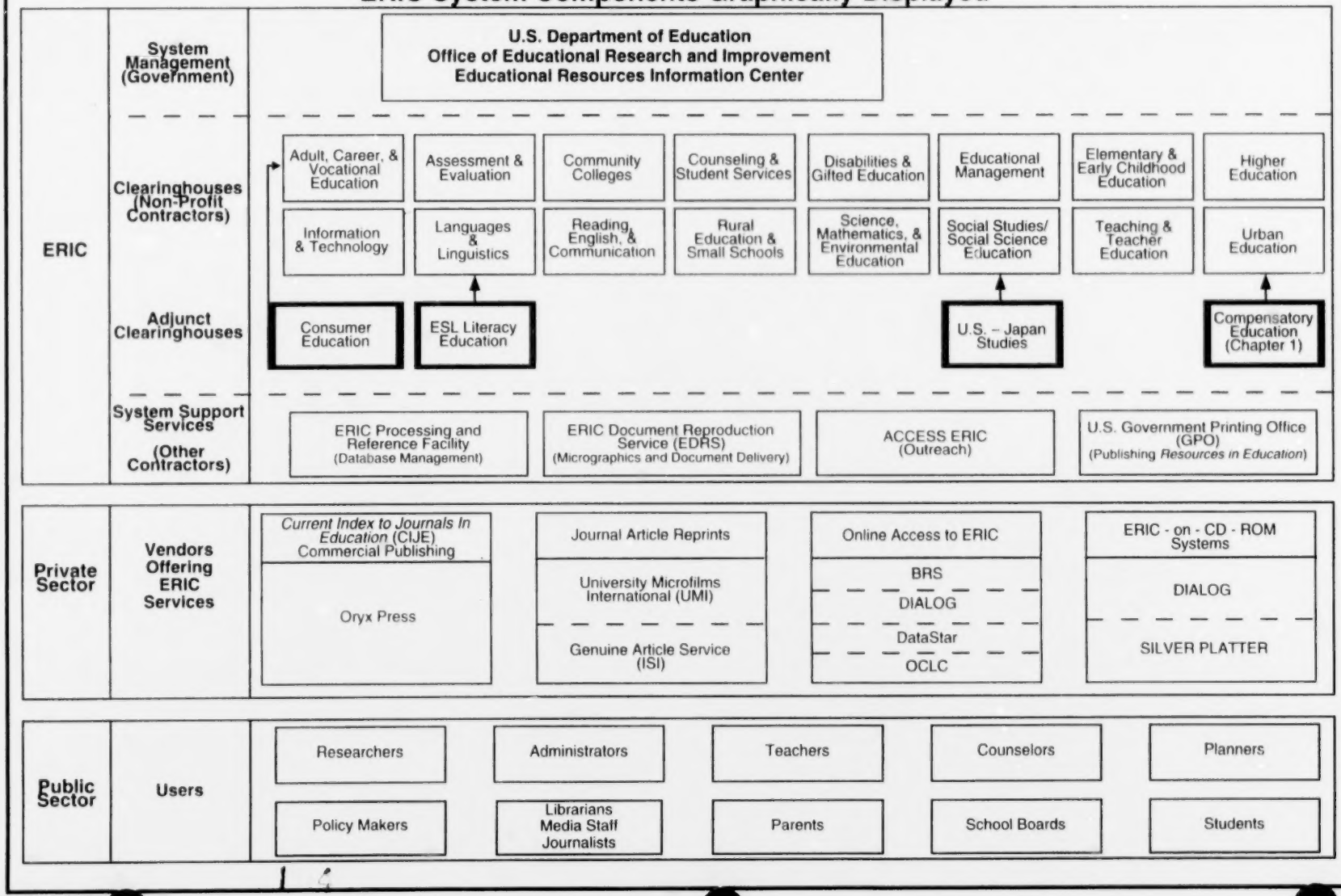
Descriptors—Curriculum Enrichment, *Educational Resources, Elementary Secondary Education, Foreign Countries, *Instructional Materials, *Intercultural Programs, *International Educational Exchange, International Relations, *Japanese, Social Studies

Identifiers—*Japan, *Japanese Culture

This book lists resources for materials and ideas for teaching about Japan. The resource listings are not intended to be encyclopedic and are not intended to be a comprehensive listing of every useful curriculum item. The attempt has been made to highlight especially those organizations that work with kindergarten through grade 12 teachers, understand their needs, respect their challenges, and design meaningful materials. Programs, materials, and groups are organized in 16 sections. The first section describes the National Precollegiate Japan Projects Network. Thirteen programs across the United States are included with address, telephone, and contact information. The section on outreach programs includes 31 entries connected with museums, educational organizations, and federally funded programs. The third section lists 19 related organizations that do not focus on Japan specifically but provide services and materials helpful to those teaching about Japanese culture. The section for audio-visual materials lists three sources to contact for comprehensive listings of these materials. The next four sections give addresses of the Japanese embassy, consulates general, and Japan information centers, Japan External Trade Organization (JETRO) offices, Japan National Tourist Organization (JNTO) offices, and Japanese chambers of commerce in the United States. Other sections list additional exchange programs not included in previous sections; Japan-America Societies; sister cities; resources for Japanese language instruction; publishers, distributors, and newsletters; and funding foundations. Information on the National Clearinghouse for United States-Japan Studies and the ERIC database is given. The section on ERIC resources includes instructions for obtaining listed materials, and a sampling of 32 items. (DK)

ERIC at-a-Glance

ERIC System Components Graphically Displayed



93-003 (7/28/93)

ERIC Ready Reference #6
May 1994

ERIC® NETWORK COMPONENTS

The ERIC network of organizations is comprised of the following major components:

• ERIC Program Office

The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Responsible for overall management of the ERIC network.

Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5720

Telephone:	202-219-2289
FAX:	202-219-1817
Internet:	eric@inet.ed.gov

• ERIC Clearinghouses

Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

• Adjunct ERIC Clearinghouses

Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

• ERIC Support Components

Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (*Current Index to Journals in Education* (CIJE) and ERIC *Thesaurus*). (See list on p.4.)

ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353; 800-848-4815
FAX: 614-292-1260
Internet: ericacve@magnus.acs.ohio-state.edu

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). Includes input from Adjunct ERIC Clearinghouse on Consumer Education.

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)
Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone: 202-319-5120; 800-464-3742
FAX: 202-319-6692
Internet: eric_ae@cua.edu

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs.

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)
University of California at Los Angeles (UCLA)
3051 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521
Telephone: 310-825-3931
FAX: 310-206-8095
Internet: eeh3usc@mvs.oac.ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes,and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)
University of North Carolina at Greensboro
School of Education
Greensboro, North Carolina 27412-5001
Telephone: 910-334-4114; 800-414-9769
FAX: 910-334-4116
Internet: ericcass@iris.uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: 703-264-9474; 800-328-0272
FAX: 703-264-9494
Internet: ericec@inet.ed.gov

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 503-346-5043; 800-438-8841
FAX: 503-346-2334
Internet: ppiele@oregon.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: 217-333-1386
FAX: 217-333-3767
Internet: ericeece@ux1.cso.uiuc.edu

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children.

ERIC Clearinghouse on HIGHER EDUCATION (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597; 800-773-3742
FAX: 202-296-8379
Internet: eriche@inet.ed.gov

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR)
Syracuse University
Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640; 800-464-9107
FAX: 315-443-5448
Internet: eric@ericir.syr.edu
AskERIC (Question-answering service via Internet): askeric@ericir.syr.edu

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)
Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington, DC 20037-0037
Telephone: 202-429-9292; 800-276-9834
FAX: 202-659-5641
Internet: ERIC@cal.org

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. Includes input from Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults.

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847; 800-759-4723
FAX: 812-855-4220
Internet: ericcs@ucs.indiana.edu

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)
Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0465; 800-624-9120
FAX: 304-347-0487
Internet: u56d9@wvnvm.wvnet.edu

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools of districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)
Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717
FAX: 614-292-0263
Internet: ericse@osu.edu

Science, mathematics, engineering/technology and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; 800-266-3815
FAX: 812-855-0455
Internet: ericso@ucs.indiana.edu

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts. Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies.

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; 800-822-9229
FAX: 202-457-8095
Internet: jbeck@inet.ed.gov

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education.

ERIC Clearinghouse on URBAN EDUCATION (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-9998
Telephone: 212-678-3433; 800-601-4868
FAX: 212-678-4048
Internet: cue-eric@columbia.edu

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention of factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

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ADJUNCT ERIC CLEARINGHOUSES

Adjunct ERIC Clearinghouse for Art Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2373
Telephone: 812-855-3838
FAX: 812-855-0455
Internet: —

Adjunct ERIC Clearinghouse on Chapter 1 (Compensatory Education)
Chapter 1 Technical Assistance Center
PRC Inc.
2601 Fortune Circle East
One Park Fletcher Building, Suite 300-A
Indianapolis, Indiana 46241-2237
Telephone: 317-244-8160; 800-456-2380
FAX: 317-244-7386

Adjunct ERIC Clearinghouse on Clinical Schools
American Association of Colleges for Teacher Education
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
Tel: 202-293-2450
FAX: 202-457-8095
Internet: iabdalha@inet.ed.gov

Adjunct ERIC Clearinghouse on Consumer Education
National Institute for Consumer Education
207 Rackham Building, West Circle Drive
Eastern Michigan University
Ypsilanti, Michigan 48197-2237
Telephone: 313-487-2292; 800-336-6423
FAX: 313-487-7153
Internet: cse_bonner@emunix.emich.edu

Adjunct ERIC Clearinghouse for Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2373
Telephone: 812-855-3838
FAX: 812-855-0455
Internet: patrick@ucs.indiana.edu

Adjunct ERIC Clearinghouse for ESL Literacy Education
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